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## **The Impact of a Use of Self Development Intervention on Police Officers: A Case Study**

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The Impact of a Use of Self Development Intervention on Police Officers:

A Case Study

A DISSERTATION

SUBMITTED TO THE FACULTY OF THE OPUS COLLEGE OF BUSINESS,  
ORGANIZATION DEVELOPMENT AND CHANGE, UNIVERSITY OF ST. THOMAS

By Neil D. Bauer

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

DOCTOR OF EDUCATION

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We certify that we have read this dissertation and approved it as adequate in scope and quality.  
We have found that it is complete and satisfactory in all respects, and that all and all revisions  
required by the final examining committee have been made.


Dissertation Committee



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## ACKNOWLEDGEMENTS

I began this adventure for several reasons but first and foremost, after an unanticipated setback in my career, I needed a challenge. When I talked to my wife and best friend, Natalie, about going back to school, she was incredibly supportive of the idea. We both have made choices in our lives that impact our family time and we agreed to support each other along the way. Her choices lead to us owning an aging, retired German Shephard police canine named Bosco and sharing our home with an extraordinarily energetic future police canine Belgian Malinois puppy named Cirrus. My choices led to nearly \$90,000 in student loans that I will never recoup in municipal law enforcement. Never the less, thank you, Natalie, for your unconditional support, at all times. You are truly my best friend and I adore you.

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Thank you to Dr. David Jamieson and Dr. Jean Davidson for introducing me to the Use of Self. I never anticipated that a summer elective course would change the direction of my life. That summer, I immediately recognized the need for developing the Use of Self in the field of policing and your wisdom and inspiration fueled the fire within.

Dr. Fahnestock, the field of organization development was a foreign concept to me until you facilitated a major organization development intervention with Woodbury Public Safety over twelve years ago. Since that day, I knew that I wanted to explore this field in some way. I remember thinking, “Wow, this is really cool...” as we met for the “Big Meeting” at the golf course clubhouse. Thank you and Retired Chief Bill Hering for exposing me to the field.

**ABSTRACT**

This research study determined how a facilitated Use of Self development workshop series impacts a group of police officers, from their perspective as well as from the perspective of individuals from their immediate workgroup, colleagues or family members. The researcher received approval from three municipal law enforcement agencies in the Twin Cities area of Minnesota and recruited participants from these three agencies to partake in a workshop series aimed to develop the participants Use of Self. The workshop series included four full day sessions, at least one week apart. The workshops heavily relied on experiential learning and required the participants to apply the learning to events in their lives, using the “Use of Self Cycle for Reflection”, a model developed by the researcher to allow the participants to better understand what the individual is contributing to the event and be their best self in the future. Based on this research, police officers can benefit from participating in a Use of Self development workshop series.

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## **Chapter 1: Introduction**

### **Background**

In 2014, President Barack Obama addressed the nation after the controversial grand jury decision in Ferguson, Missouri, acknowledging, “Understand, our police officers put their lives on the line for us every single day. They’ve got a tough job to do to maintain public safety and hold accountable those who break the law” (Obama, 2014). With the threat of violent protests looming, President Obama continued by imploring law enforcement officers to work rather than against the community. One does not need to dig deep to recognize that the relationship between law enforcement and the community is currently strained. In a report on trust between police and the community, Jackson states, “While many communities enjoy a strong and productive relationship between police and the community, in others, profound fractures exist—especially between law enforcement and minority or economically disadvantaged communities” (2015). Even in more affluent, predominantly white communities, events such as the recent police shooting of a white Australian woman in the Fulton neighborhood of Minneapolis (Glover, 2017) challenge those relationships that Jackson described as being constructive.

Law enforcement has evolved along with society and is generally divided into three eras: the political era (1840–1930), the reform era (1930–1970) and finally the community era (1970–present). During the political era, law enforcement was closely associated with local elected officials and was highly decentralized. Officers were recruited from the neighborhoods that they ultimately would be policing, and they performed many social service functions in addition to crime prevention. Moreover, close connections existed with community members. However, the decentralization and ties to politicians allowed for corruption and discriminatory behaviors towards underrepresented ethnic and racial populations, and bribery was a commonplace during

the political era. In the 1930s, the reform era moved policing towards professionalism. The focus was on controlling crime, deterring crime and arresting violators of the crimes. Furthermore, the relationship between police and the community changed: it was reactionary, and officers were expected to be neutral parties, no longer based on long-standing relationships between law enforcement and the community. The introduction of vehicles to policing allowed for more efficiency; however it placed even more distance between the police and the community. As the 1960s and 1970s evolved, the changes that were occurring across the country proved to be incompatible with how law enforcement had changed. Significant conflicts continued and even escalated with events such as the police-initiated violence towards protesters on the Edmund Pettus Bridge during the Selma-to-Montgomery March in 1965. Images of protesters who had been assaulted by Alabama State Patrol troopers were televised, furthering the divide between law enforcement and the African American community. Most recently, in the 1970s, emphasis was placed on community policing. Aspects of crime control remain from the reform era; however, community policing emphasizes problem solving and the development of mutually beneficial relationships with members of the community (Morin, 2013). At this time, it is common practice to see events such as “Coffee with a Cop” or “Cops and Bobbers” and community meetings that involve discussions between police leadership and members of the community. However, even with most departments adopting the community policing philosophy, strained relationships and conflicts continue to exist in many communities.

Various strategies are presently being implemented, including training on de-escalation techniques; crisis intervention techniques; and technological solutions, such as body-worn cameras. In testimony presented before the House Republican Policy Committee Law Enforcement Task Force on October 6, 2015, Brian Jackson from RAND Corporation stated,

We understand why it is tough to build and maintain [trust]: even under the best of circumstances, the role of police means that they interact with citizens at their most vulnerable, must contend with stressful and volatile situations, and may have to take actions that every individual involved is unlikely to view positively. The uncertainty embedded in police-citizen interactions also challenges the relationship from the police point of view: though officers interacting with citizens courteously and respectfully is critically important, they must do so with the knowledge that seemingly routine interactions could escalate into threats to their or others' safety—requiring a rapid switch in mindset and approach (2015).

Jackson continued, “The role of the individual police officer is changing—in a world where every police-citizen interaction may be on video, every officer’s behavior matters and could have citywide or even national implications every day.” This is a powerful statement considering that if he is correct, then it is incumbent upon every officer to ensure that every interaction favorably represents not only the officer but also the larger field of law enforcement. This can be enforced or monitored by the use of technology, such as body-worn cameras; however, the technology does not directly help officers develop an awareness of how their behaviors influence interactions with community members. Significant debate is occurring nationally about supervisors and individual officers reviewing body-worn camera footage. Some agencies do not allow their officers to view their own video in certain circumstances. The belief is that the purpose is to collect evidence of the incident. Furthermore, police agencies have differing policies and procedures regarding supervisors using body-worn camera footage to review officer performance and interactions randomly or without a specific concern (US DOJ, 2015). While a perception may exist that body-worn cameras are the cure-all to ensure trust and transparency,

they are currently not used universally for retrospective self-improvement because of data practice laws and department policies.

Current research connected to police use of body-worn cameras lends itself to relevant findings regarding the impact that an officer's behaviors have on interactions with the public. The use of body-worn cameras is a technological solution that is being implemented across the country. Therefore, Ariel, Sutherland, Henstock, Young and Sosinski conducted a study around the use of body-worn cameras and the impact on citizen complaints about the police. In their review of related research, they found that "The correlation between complaints and legitimacy is not strong, and it is presently not at all clear to what extent the prevalence of citizen complaints correlates with general police legitimacy, beyond our assumption that [complaints] are a proxy of [police legitimacy]." They speculate that the use of body-worn camera technology is not the panacea for police legitimacy but that it does have a limited positive effect (2017). Police legitimacy refers to both the extent to which people accept the authority of the police and the confidence and trust that the community has in the police (Gilbert, Wakeling, & Crandall, 2015).

A study of the St. Petersburg Police Department by Terrill and McCluskey found evidence indicating that officers who exhibit behaviors associated with comforting the public or satisfying the requests of the public, receive fewer filed complaints than their equivalents who do not exhibit these behaviors as frequently (2002). This could imply that officers who are perceived to be more receptive and attentive to a situation are more effective at developing a favorable relationship with the community.

The Minnesota Board of Peace Officer Standards and Training (POST) is the licensing body for all peace officers in the State of Minnesota. Minnesota POST also develops learning

objectives for colleges and universities that provide initial police officer training. Those objectives include a long list of topics, many of which are related to investigating specific crimes, as well as skills that an officer must possess. A few highlights from these learning objectives that lend themselves to the topic at hand include the following:

- Describe how perception, sympathy, empathy, compassion and respect affect peace officer communication;
- Explain the concept of procedural justice as it relates to law enforcement, including how fair processes, impartial decision-making, the provision of a respectful opportunity for a voice and transparency in actions bolster positive community relations and enhance officer and community safety;
- Identify the physiological, psychological and emotional effects of stress;
- Model reasonable and effective conflict management strategies and skills intended to de-escalate volatile situations, including assessing and interpreting body language that is indicative of escalation or de-escalation of volatile situations and using situationally appropriate communication strategies (Minnesota Board of Peace Officer Standards and Training, 2017).

In 2017, the Minnesota Legislature passed a statute requiring in-service training for all law enforcement officers in Minnesota specific to crisis response, conflict management and cultural diversity (Minn. Stat. § 626.8469). The Minnesota Board of POST developed learning objectives for those three areas of training that are required by statute to provide guidance. The requirements for the crisis response objectives are generally met through a crisis intervention training, which has been offered for over a decade. However, with this legislation, the courses are required, not voluntary. The cultural diversity and conflict management objectives contain

references to how officer behaviors impact the dynamics of interactions between police and community members.

In addition to other skills and tactics, the cultural diversity learning objectives required by the Minnesota POST Board state that officers should be able to

- Discuss how fear and bias influence officer behavior and police-community interactions;
- Identify their own implicit bias and strategies that can reduce the negative influence of bias;
- Reflect on their individual practices and discuss how to apply impartial policing practices in their community (Minnesota Board of Peace Officer Standards and Training, 2018b).

Furthermore, the conflict management learning objectives required by the Minnesota Board of POST indicate that an officer should be able to

- Discuss the role peace officers play in fairly and objectively resolving conflict, reducing tension and seeking ways to resolve conflict without the use of force;
- Discuss how an officer's thoughts, moods, fears and attitudes can contribute to the escalation or de-escalation of situations;
- Discuss healthy ways in which to self-regulate emotions;
- Demonstrate the use of emotional regulation and communication skills before, during and after a threatening incident (Minnesota Board of Peace Officer Standards and Training, 2018a).

Other states, such as the State of Wisconsin, outline similar training objectives for initial certification programs (Training and Standards Bureau, 2016). There is typically a requirement for an officer to demonstrate effective communication techniques, which comprise one of the most critical skills for an officer to develop (Wallace & Roberson, 2012).

Merriam Webster provides one definition of communication: “A technique for expressing ideas effectively” (Communication.) Based on this definition, communication involves not only the expression of ideas, but also those ideas being expressed effectively. Effective communication is thus much more than just an exchange of words.

In summary, the field of law enforcement is making changes to better serve the community. Recognizing these efforts, regulatory agencies such as the Minnesota Board of POST and the Legislature are implementing training mandates to help provide direction for making those changes. Many agencies already began implementing changes long before the Minnesota Legislature intervened in 2017, but with these mandates, the standard has been set in Minnesota.

### **Researcher Interest**

I have been involved in law enforcement since 1999, when I began my career as a community service officer (CSO) with the City of Woodbury in Minnesota. The City of Woodbury is a suburb of St. Paul and has grown from approximately 46,000 residents since my hire date to nearly 70,000 residents at this time. This part-time CSO position allowed me to integrate into a police organization while simultaneously fulfilling the necessary educational requirements to become a licensed police officer in the state of Minnesota. In 2000, I was hired as a police officer for Woodbury Public Safety (WPS), the municipal integrated police, fire and emergency medical service provider for the City of Woodbury. The integrated approach for providing public safety afforded me the opportunity to serve as a paramedic in addition to my role as a police officer. In 2007, I was promoted to the position of sergeant. As a police sergeant, I oversee a team of police officers on a daily basis.



In the mid-2000s, William Hering, the Director of Public Safety and the Police Chief for the City of Woodbury at that time, was in the last few years of his career, and he enlisted the help of two external organization development consultants. Hering contracted with Roland Sullivan and Mo Fahnstock, stating, “I wanted to see the organization as healthy as possible when I retired. I felt many people were never heard” (Hering, personal communication, May 19, 2014). I was brought into the design team that worked with Fahnstock and Sullivan to implement the “Thousand Day Plan,” which was a large-scale organizational change initiative to make necessary internal changes while involving every member of the organization. During this process, I was amazed by the engagement and effectiveness of the methodology, based on the principles of organization development.

While I have a bachelor’s degree in Sociology and Criminal Justice and a master’s degree in Police Leadership, in 2014 my hunger for education brought me back to the University of St. Thomas in search of a broader perspective beyond the walls of traditional police education. A seed was planted during the whole system change process at WPS, and when I made the decision to return to school, it was clear to me that organization development was an area of study that directly applied to and was needed within the field of policing. In the course of my studies in organization development, the concept of “professional Use of Self” was introduced in the summer of 2015. Through a series of self-awareness and self-reflection exercises in this course, I performed an intense examination of the situations in which I was showing up as my best self, as well as the circumstances when I was not impacting a situation favorably. I began to recognize that the professional Use of Self was a concept that seemed to be absent from policing training programs and law enforcement organizations, although it seemed to be highly relevant to the work.

Through my own journey of development of my professional Use of Self, I wholeheartedly recognize the application of the concept to policing. On a regular basis, I continue to evaluate real-time how I am impacting and influencing interactions with the public, co-workers, family and friends. Developing the professional Use of Self is a life-long journey, and this work is that journey for me.

### **Statement of the Problem**

An officer uses him- or herself to gain compliance, establish rapport, exude empathy and demonstrate expertise. A lack of self-awareness by a law enforcement officer could unintentionally have a negative impact on an interaction with colleagues as well as members of the community.

In a study published in 2005, researchers examined what influences citizens' attitudes toward police (Frank, Smith, & Novak, 2005). It should be noted that if that study was redone at this time, advances in technology and the role that social media plays in perception and beliefs may impact the results. However, the results of the study are important and still relevant. Approximately 94% of the respondents provided explanations for their beliefs, which were based on the behaviors of officers in recent encounters with police. These results were echoed in another study the same year, "In brief, the major determinants of citizen satisfaction with police encounters can be found in the things that police did at the scene. These included being polite, helpful, fair, attentive to what they had to say, and willing to explain what was going on" (Skogan, 2005). The implication of these findings is significant because it means that officers and departments can influence the public's perception of police by changing and improving the behaviors of police officers.

Considering the influence that an officer can have on how people perceive contact with law enforcement, it is incumbent upon officers to be aware of how their behaviors are influencing the situation, and then make real-time adjustments whenever possible to ensure that they are influencing the situation in a favorable way. This describes the concept of professional Use of Self, and no curriculum, methodology or process currently exists for officers to improve their self-awareness and develop their professional Use of Self.

### **Significance of the Study**

In 2015, a task force was assembled by President Obama to examine the state of policing, and the Final Report of the President's Task Force on 21<sup>st</sup> Century Policing was published. This document provides recommendations for law enforcement to better meet the needs of the community. The first category of recommendations was guidance for law enforcement agencies to build trust and legitimacy. This was identified as the foundation for all other aspects of building a favorable relationship between policing and the community. These recommendations will take time to implement, and although the focus of the current administration has deemphasized the significance of this report, departments are continuing to move forward with the recommendations.

### **Purpose of the Study**

The concept of professional Use of Self was developed in helping professions, such as social work, and it has expanded into other professions, such as organization development consultation. Law enforcement officers use themselves as instruments to influence situations. However, no well-developed curriculum or process exists within the field of law enforcement that enables officers to develop their Use of Self increase their awareness of how effectively they are influencing a situation. This study aims to determine how a facilitated Use-of-Self

development intervention impacts a group of police officers, from their perspective as well as from the perspectives of co-workers, colleagues and family members.

### **Research Question**

The research question that will be answered in this study is as follows: What is the impact of a facilitated Use of Self development workshop on a small group of police officers?

### **Definitions of Terms**

**Command Presence.** This term is frequently referenced in law enforcement to describe how officers present themselves. A few definitions from research include the following: “The term ‘command presence’ is a military phrase which describes someone whose demeanor, nothing more than their mere presence, leaves no doubt they are someone to be respected” (Myatt, 2016); “How someone carries himself/herself – his/her body language, tone of voice, the way he/she stands, and degree of eye contact made” (Wollert, 2012) and “The sense of confidence and perceived control over situations” (Kratcoski & Edelbacher, 2015). Command presence has been referred to as the ability to appear in total control of oneself, regardless of how confused or confounded the surrounding situation may be (Garner, 2014, p. 84). It is a term that is referenced frequently in police literature, and while there does not appear to be a universal definition, it is well understood within the field as being a critical aspect of the job.

**Officer.** The terms “police officer” and “officer” refer to sworn officers in both police and sheriff’s departments. The term “officer” refers to all ranks within a police agency unless specifically delineated in the text.

**Procedural Justice.** Procedural justice focuses on the way police and other legal authorities interact with the public and how the characteristics of those interactions shape the public’s views of the police, their willingness to obey the law and actual crime rates. Procedural

justice is based on four central principles: "treating people with dignity and respect, giving citizens 'voice' during encounters, being neutral in decision making, and conveying trustworthy motives." Research demonstrates that these principles contribute to relationships between authorities and the community, in which 1) the community has trust and confidence in the police as honest, unbiased, benevolent and lawful; 2) the community feels obligated to follow the law and the dictates of legal authorities and 3) the community feels that it shares a common set of interests and values with the police (Procedural Justice).

**Use of Self.** Considering that the Use of Self has a foundation in the helping professions as well as in organizational development, it is beneficial to look to these disciplines to define the term, recognizing that the term is not used at this time in policing. A frequently cited definition for "self" in the social work discipline is, "an identifiable person... her idiosyncrasies... her height, her age, her sex, her ethnic origins, her temper, her energy, her prejudices—these are the qualities she has to work with, for better or worse" (Davis, 1994, p. 174). Practitioners utilize those qualities in their work with more intention and awareness. Dewayne, a career social worker, stated, "Melding the professional self of what one knows (training, knowledge, techniques) with the personal self of who one is (personality traits, belief systems and life experience) is a hallmark of skilled practice" (2006).

As discovered by Cheung-Judge and Jamieson in their exploration of the Use of Self within the field of organization development (2018), a consistent definition for the Use of Self does not exist within the field. In fact, they found 60 different ways in which researchers and authors described the Use of Self. They were able to identify several definitions that were representative of their research, including a definition provided by Seashore, Shawver, Thompson and Mattare: "The simplest way we know to talk about the Use of Self is to link the

concepts of self-awareness, perceptions, choices and actions as the fundamental building blocks of our capacities to be effective agents of the change. Hopefully to make a better world and to develop our own potential for doing so to the fullest in the processes” (2004, p. 42). Another definition, which I utilized for the workshops described later in this dissertations, comes from Jamieson, Auron and Shechtman: “Use of self is the conscious use of one’s whole being in the intentional execution of one’s roles for effectiveness in whatever the current situation is presenting. The purpose is to be able to execute a role effectively, for others and the system they’re in, without personal interference (e.g., bias, blindness, avoidance, and agendas)...to have clear intention and choice” (2010, p. 5). Furthermore, from the field of organization development, the NTL Handbook of Organizational Development and Change states, “[Use of Self] is personal awareness, timely and appropriate communication of that awareness, and sensitivity to the feelings and receptivity of the client” (Rainey & Jones, 2014, p. 124). While this definition is simple and the field of policing does not have clients, replacing the term with “community members” does seem to ring true for the field.

## **Chapter 2: Review of the Literature**

### **Introduction**

The literature to support this research is categorized into three areas: Use of Self research, research specific to policing and finally, research related to the methodology of using structured interventions for change. These three areas contribute to a better understanding of how the Use of Self is understood in other fields, where research in policing lends itself to the application of the Use of Self and how to best integrate the Use of Self into policing through an intervention.

## Review of Use of Self Research

### Self-Awareness

When researching self-awareness, the use of the Johari window as a model seems to be relevant. The Johari window is a model that helps to describe and visualize human interaction (Luft, 1961). The model divides self-awareness into four different types (a quadrant for each): open, hidden, blind and unknown.

	Known to Self	Not Known to Self
Known to Others	#1 Open	#2 Blind
Not Known to Others	#3 Hidden	#4 Unknown

Quadrant #1 includes things that are known to the individual and to others. Quadrant #2 includes things that others know about an individual but that are not known to the individual. Quadrant #3 refers to things that the individual knows about him- or herself but keeps from others. Finally, quadrant #4 pertains to those things that are not known to the individual, nor to others. These quadrants are not necessarily equal in size, and the contents are fluid depending on the relationship with others and on developmental processes. At the outset of a relationship, Quadrant #1 is generally smaller, since there is vulnerability and risk associated with bringing things from the hidden space into the open space. As people get to know one another and develop trust, they generally will allow more awareness of elements that are within the hidden space. It also is risky to make someone aware of his or her blind space without developing trust.

The unknown space can be explored by intentionally or unintentionally exposing oneself to new experiences. For example, a fear of heights may not be known to the individual or others

until the individual decides to take a zipline ride down Freemont Street in downtown Las Vegas. If the individual is with a group of trusted friends, he or she may express this fear to others, moving this new awareness into the open space. If this is a first date, the individual may keep that fear from his or her date until a later time when trust has developed, keeping that new awareness safely tucked away in the hidden quadrant.

Finally, aspects of self-awareness can be developed by intentionally checking in with how present we are, how we are influencing and how we are interacting with others (Curran, Seashore, & Welp, November 17, 1995).

### **Use of Self in Helping Professions**

The professional Use of Self has wide application in the helping professions, such as social work. Dewane defines the Use of Self in social work as the use of personality, use of belief system, use of relational dynamic, use of anxiety, and use of self-disclosure. “Melding the professional self of what one knows (training, knowledge, techniques) with the personal self of who one is (personality traits, belief systems, and life experience) is a hallmark of skilled practice” (2006).

Chapman, Oppenheim, Shibusawa and Jackson conducted a social work literature review of countertransference, self-awareness and the professional Use of Self. They discovered that none of the cited articles provide information on how to teach these issues in classroom settings. “Furthermore, a review of two decades of research on graduate social work education does not include any mention of teaching students about countertransference, self-awareness, or professional Use of Self.” They articulated that any Use-of-Self development curriculum should address the theories of the Use of Self, identify how clients’ traumas impact the clinician and determine a method for examining how the clinician is employing his or her own Use of Self in



practice (2003). Columbia University created a course for the social work program, called “What We Bring to Practice.” The participants overwhelmingly said it was one of the most valuable courses that they took at Columbia.

### **Use of Self in Organization Development**

The Use of Self is recognized as a critical aspect of an effective organization development practitioner. “The Use of Self is the conscious use of one’s whole being in the intentional execution of one’s role for effectiveness in a present situation. Revolves around what one knows about who they are (as a whole self) and how one uses it in managing their behavior (role execution)” (Jamieson, Auron, and Shechtman, 2010). The concept not only refers to self-awareness, but also incorporates the ability of the practitioner to take notice of what is happening at the moment and take action to most effectively engage with the situation (Jamieson, Auron, and Shechtman, 2010).

In a 2016 presentation to the Developing Use of Self for Professional Practice course at the University of St. Thomas, Dr. David Jamieson presented a Use of Self model that he developed, articulating the elements of the Use of Self based on his research. The critical elements that Jamieson presented include risk and courage; consciousness and habitual; persona and shadow; self-efficacy and confidence; intention and choice; values and skills; and finally, humility and vulnerability. Jamieson outlined why each of these elements contributes to self-awareness and self-understanding. First, individuals who use vulnerability in their practice frequently require an element of humility; individuals who do not seem to act with any vulnerability come across as arrogant. Second, most risks require courage – if there is resistance to risk, then there is no demonstration of courage. Third, persona is thought of as one’s every day, authentic self and the choices that one makes to show up authentically; it is how we want to

be perceived. Next, the shadow pertains to aspects that one chooses not to acknowledge as contributing to oneself, including the skills that people do not acknowledge. People are not always confident; this influences how people behave when they are not confident. Recognizing those behaviors impacts our Use of Self. Finally, self-efficacy is the belief that people have the ability to do what they say they can do. When an individual's self-efficacy is improved, his or her confidence improves as well. One of the most critical aspects of the Use of Self is the integration of intention with self-awareness. Jamieson refers to the choices that people have in how they want to act. Finally, skills speak to our capabilities and values informing how we do things (Jamieson, 2016).

## **Review of Relevant Policing Research**

### **Command Presence**

As previously mentioned, command presence is frequently referenced within the field of law enforcement; however, there is no consistent or universal definition of what command presence looks like in practice. In a trade journal, the ILEETA Journal, Wollert outlined the competences of command presence to include the following: inventiveness, active information seeking, thoroughness, self-presentation, concern with impact, communication, self-control, assertiveness, conceptual thinking and legal awareness (2012). He continues, "Command presence is about perception. It is how you are perceived by those you interact with both good and bad. How your words and actions are interpreted can make the difference in the outcome." In this publication, he recognizes that command presence is not only about how officers represent themselves, but also about how they are perceived by others, and this may be even more important. This implies that an officer needs to recognize how his or her behaviors are impacting the dynamic and adapt accordingly.

“But how can we cultivate that command presence—body language that conveys authority, confidence and respect? Start with introspection. Begin by conducting an honest self-assessment of your strengths and weaknesses, but BE HONEST. Lie and you’re not only hurting yourself, but you could cost someone—including YOU!—his or her life. List your strengths and weaknesses. If you’re honest, you’ll have a few actual strengths and several weaknesses. The secret then is to make the most of your strengths and work to improve on your weaknesses so eventually maybe you can move a few of them into the strength column” (Bennett, 2010). Bennett recognizes that command presence is developed through a retrospective look at behaviors and how they impact perception.

### **Crisis Intervention**

In the late 1980s, the City of Memphis implemented a model for responding to mental health crisis incidents. The model utilizes a partnership between law enforcement and the mental health system to better equip officers to use empathy and communication techniques to intervene when members of the community are experiencing a mental health crisis (Connolly, 2017). This model has expanded across the country and, as mentioned previously, is now being required for in-service training. Locally, in Minnesota, the Barbara Schneider Foundation was formed in 2000 after officers with the Minneapolis Police Department used deadly force to resolve a mental health crisis (Barbara Schneider Foundation, n.d.). A woman named Barbara Schneider suffered from mental illness and was in the midst of a mental health crisis, armed with a knife, when officers from the Minneapolis Police came in contact with her and ultimately shot her six times. At that time, the Minneapolis Police Department recognized the need to equip its officers to use alternative methods to resolve incidents such as this one in the future. They requested help from the Memphis Police Department to create a crisis intervention team (CIT) within the

Minneapolis Police Department (Rosario, 2010). Since the late 1980s, the CIT model has been implemented in over 3,000 law enforcement agencies across the country (Connolly, 2017).

Research has been conducted to better understand the effectiveness of the techniques employed by CIT-trained officers. “Even when the analyses controlled for covariates such as years of education, personal and family experience with mental health treatment, and empathy, CIT-trained officers had consistently better scores than officers without CIT training on knowledge, diverse attitudes toward serious mental illnesses and their treatments, self-efficacy, social distance stigma, de-escalation skills, and referral decisions” (Compton et al., 2014, p. 521).

There is no doubt that CIT training has had a positive impact on how officers interact with community members who are experiencing a mental health crisis, and the number of officers who are receiving this additional tool for their toolkit is expanding.

### **De-escalation Techniques**

The term “de-escalation” is frequently mentioned when discussing police interactions – specifically a need for better de-escalation techniques to be instituted when an incident is in a state of high tension. De-escalation is understood as the officer implementing communication and negotiation techniques that regain control or resolve the crisis to a more manageable situation for those involved (Oliva, Morgan & Compton, 2010). The officer generally tries to avoid using force to resolve a dynamic situation by slowing down when the situation allows and moving from automatic responses to more methodical, thought-out responses (Baer, 2016).

Much of the research related to de-escalation groups crisis intervention techniques related to mental health crisis with de-escalation techniques. The discussion nationally seems to be that de-escalation is expected in any volatile situation; however, there seems to be a lack of research

related to de-escalation outside of mental health crisis situations. Outside of the research, there is an increase in training offerings related to de-escalation techniques for police. Bill Lewinski, from the Force Science® Institute, has developed a two-day training course for officers to learn “what it really takes to accurately assess potentially violent confrontations and, when feasible, defuse them with easy-to-grasp, successfully applied tactics to avoid use-of-force crises” (Lewinsky, 2017).

### **Nostalgia**

When a person experiences nostalgia, he or she has a favorable sentiment towards an event or situation from the past. Its connection to this research derives from the benefits that can be afforded with prior positive exposure to law enforcement. Research conducted by van Dijke et al. (2015) has confirmed that when people have contact with a law enforcement officer who is exhibiting low procedural justice, the individual generally feels less socially connected to the officer. This social connection to the officer is important because it contributes to the individual exhibiting more cooperative behaviors. However, if the individual has a positive, “nostalgic” response to the interaction, then the impact of the current, less favorable contact with law enforcement in the situation is lessened. When nostalgia is not triggered, the individual is less likely to cooperate, thus continuing the cycle of a conflicted relationship. “Thus, nostalgia afforded individuals the fortitude to cooperate with the authority despite experiencing reduced social connectedness to this person” (van Dijke, M., Wildschut, T., Leunissen, J. M., & Sedikides, C., 2015).

### **Police Culture**

It is known that within law enforcement, a career-based subculture of society exists. The “Thin Blue Line” is frequently used to symbolize the space in which law enforcement operates, protecting the public from lawlessness and mayhem.

While an officer will be a member of a variety of cultures, the influence that this career-based culture is very controlling and predominant (Henley, 2005, p. 527). Henley states, “The modern police culture requires unfailing allegiance to protecting the interests of LEOs, even if doing so is accompanied by personal peril, literally and figuratively. That is, even when there are conflicts between the values of the police culture and non-law enforcement sources, the LEO is expected to hold identity with and commitment to law enforcement above all else.” Considering this article was published in 2005, and given the internal and external influences on law enforcement culture over the past several years, this hardline approach to police culture may not be completely accurate at this time. However, it is still relevant to consider that there is likely carryover in many organizations and within the belief systems of individuals within police organizations.

The culture of an organization or a field of practice directly affects the behaviors that the members of that culture exhibit. Law enforcement is no exception to the definition that Schein and Schein provide:

The culture of a group can be defined as the accumulated shared learning of that group as it solves its problems of external adaptation and internal integration; which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems. This

accumulated learning is a pattern or system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions and eventually drop out of awareness (p. 6, 2016).

This raises the questions of how police culture has developed and what actions “worked well enough” to be perceived as valid behaviors. Morin, R., Parker, K., Stepler, R., and Mercer, A. (2017) from the Pew Research Center published research about how police view their jobs, key issues and recent fatal encounters between blacks and police. Some notable findings include the following:

- Thirteen percent strongly agree and an additional 43% [for a combined total of 56%] agree that they have become more callous toward people since taking the job.
- Officers who feel they have grown more callous since starting their job are also more likely to endorse the use of aggressive or physically harsh tactics in some situations or in some parts of the community than officers who say they have not grown more callous.
- A narrow majority (56%) of officers feel that in some neighborhoods, being aggressive is more effective than being courteous.
- A substantial share (44%) agrees or strongly agrees that hard, physical tactics are necessary to deal with some people, while 55% disagree.
- More police officers worry about their fellow officers spending too much time diagnosing a situation before acting (56%) than about their fellow officers not spending enough time before acting decisively (41%).
- A majority (65%) of officers say that today in policing, it is useful for departments to require officers to show respect, concern and fairness when dealing with the public – an approach referred to as procedural justice.

### **Procedural Justice**

Procedural justice is one of the dominant concepts that has emerged in policing over the last decade. It is being adopted by law enforcement agencies across the country to ultimately build trust between law enforcement and the communities that they serve. Procedural justice compliments the philosophy of community policing – which is a much more well-known approach to policing. While community policing focuses on crime control strategies, ethics and integrity, the development of partnerships, problem-solving and crime analysis (Office of Community Oriented Policing Services, 2014), procedural justice addresses interactions between the police and the community. In procedural justice, four factors are emphasized in the interaction between law enforcement officers and members of the community: fairness, voice, transparency and impartiality. “In practice, if police conduct themselves in a procedurally just manner, they (1) provide an opportunity for residents to have a voice and a chance to tell their side of the story, (2) treat residents with dignity and respect, (3) explain the reasons for their decisions and actions, and (4) convey fairness and impartiality in their interactions with residents” (La Vigne, N. G., Fontaine, J., & Dwivedi, A. 2017). While the terminology may vary slightly depending on the researcher or literature, the concepts are essentially consistent across the board. “Procedural justice literature has identified four factors that typically play an important role in assessment of procedural justice: input, neutrality, respect/politeness, and trust” (Hollander-Blumoff and Tyler, 2008) and ( La Vigne, N. G., Fontaine, J., & Dwivedi, A. 2017).

There also is an indication that police legitimacy is improved when procedural justice is practiced. In areas in which people are already motivated to obey authorities and the relationships are more secure between the police and the community, procedural justice may have a reduced impact. However, this is not the case for other communities that have strained



relationships with the police. “For those who live in communities with weaker norms about police legitimacy, being treated fairly by police has a greater opportunity to shape and change their own views of legitimacy” (Antrobus, Bradford, Murphy, & Sergeant, 2015).

Mazerolle et al. conducted a study analyzing police interactions, and they discovered “that by police adopting procedurally just dialogue, they can use a variety of interventions to enhance legitimacy, reduce reoffending, and promote citizen satisfaction, confidence, compliance and cooperation with the police.” That research alone may not be sufficient to get widespread buy-in from law enforcement officers; however, the research indicates that procedural justice improves individuals’ willingness to cooperate and comply (Mazerolle et al., 2013). This ultimately has a favorable impact on the safety of everyone involved, including the officers, and it reduces the likelihood of force being used during the interaction.

Procedural justice has been expanding over the last decade; therefore, researchers Mastrofski, Jonathan-Zamir, Moyal, and Willis examined when officers are most likely to implement it. They found that officers are more likely to utilize procedural justice when the individuals are victims or when the officers are called for assistance. The larger the scale of the incident, the less likely they are to utilize procedural justice. Finally, one additional finding from their study indicated that controls such as race, gender, and those identified as high performers had no impact on when and how an officer utilized procedural justice (2016).

That is, the police have many and varied opportunities to positively influence citizen perceptions and there appears to be no downside for the police actively using the principles of procedural justice during any type of police intervention. Thus, building an understanding and capacity to engage with citizens in a procedurally just manner is clearly important for police across all types of engagement: from responding to calls for

service, to taking calls over the phone, to how police engage with all sectors of society during problem solving and community policing activities (Mazerolle et al., 2013).

Procedural justice is one of the primary areas that would likely be enhanced with a well-developed Use of Self.

### **Reflective Practice**

Reflective practice has only recently formally entered into law enforcement. Police agencies across the country are beginning to recognize the role of reflective practices in the field. An example is found within the Hillsboro Police Department in Oregon wherein an on-the-job mindfulness training program was implemented. A significant improvement was noticed in the officers' perceived stress, along with improvement in resiliency, mental health functioning and levels of anger (Woolington, 2015).

Situational awareness is a critical element of being a police officer: officers must be able to assess the behaviors of the people they encounter. Mindfulness and reflective practices improve self-awareness, allowing officers to be more present and focused, especially in the dynamic incidents that they encounter, thereby improving their situational awareness (Goerling, 2014).

## **Review of Research for Intervention Methods**

### **Double-Loop Learning**

To determine the most effective learning methods for this research intervention, the work of Argyris around double-loop learning is relevant: "Single-loop learning occurs when errors are corrected without altering the underlying governing values. Double-loop learning occurs when errors are corrected by changing the governing values and then the actions" (Argyris. (2002a).

Talisayon emphasizes that double-loop learning that challenges underlying premises, motives and attitudes is difficult for participants (2001a, 18).

### **Gestalt Cycle of Experience**

The Gestalt cycle of experience is summarized as a process that allows individuals or a group to be intentionally more aware of what is occurring at any given moment, analyze the possibilities, and then take appropriate action based on the insight that was gained by being more aware (p. 4-5, Nevis, 2013).

### **Ladder of Inference**

The ladder of inference is "what happens between what we see and what we conclude" (Talisayon, 18). In the course of our normal day-to-day interactions, this inference takes place unconsciously, without any awareness that it is occurring. In addition, we usually do not take the opportunity to analyze how we are moving through this process and to determine the impact. Talisayon further emphasizes that in a team learning environment, it is important to recognize every step of the ladder and be willing to accept comments or suggestions from participants, which "requires building trust, acceptance of the practice, and awareness of one's assumptions and beliefs" (18).

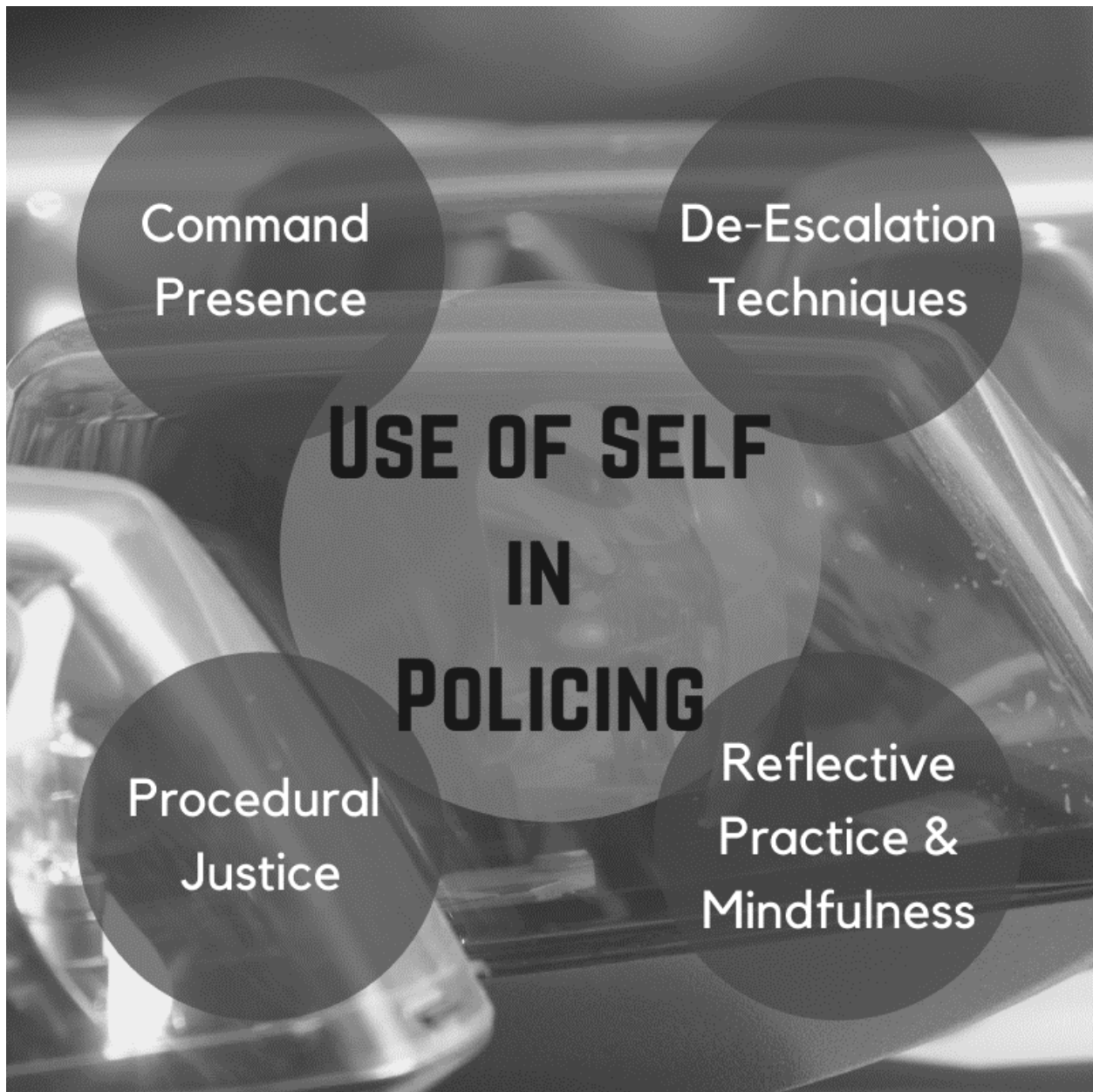
### **Relevance of Literature Review**

The literature reviewed focused on three areas of study: aspects of the Use of Self, policing research related to the dynamics between the officer and others and finally, research to support the methodology of the intervention. The goal was to identify the critical elements of the Use of Self and compare or contrast those elements with the current research related to the dynamics of a police interaction. It was my belief that certain aspects of the Use of Self are embedded in existing practices in policing but that a comprehensive application or understanding

of the Use of Self in policing does not exist. By examining the research related to police interactions, four categories of police practice or training emerged: concepts related to command presence, reflective practice and mindfulness meditation, procedural justice and de-escalation or crisis intervention techniques.

Command presence is not a new research topic in policing; however, it is one of the core principles in the field. Considering that it directly involves how an officer presents him- or herself in police contacts, it seems to be relevant to the development of the Use of Self. Reflective practice and mindfulness is a new trend within the field and does not have widespread adaptation across the profession. Research related to its use in the field seems to indicate that there is value in policing because it has such an important role in developing self-awareness. Procedural justice directly involves the dynamics of the interactions between an officer and the public; however, a gap seems to exist in developing the officer to better recognize his or her effectiveness and how he or she is impacting the situation. Finally, mandates across the country require officers to be trained in de-escalation techniques and crisis intervention techniques. While valuable, there is a gap in the learning in these training courses as well. They rely on officers being able to better understand individuals in mental health crisis and practicing active listening techniques. Even so, in these four areas, the concepts associated with developing the Use of Self seem to overlap. It was important to find similar concepts in the field to allow the participants to recognize that they have already begun to develop aspects of the Use of Self – it is not a completely new “flavor of the month” but a force multiplier for the learning that they may have already began. The Use of Self in policing intensifies efforts in all of these areas of practice.

The following diagram visually represents this concept of enhancing current practices in policing:



### **Chapter 3: Methodology**

#### **Introduction**

This chapter outlines the research methodology for this study and describes how the study was conducted. This research looked to determine whether the Use of Self can be

developed in a short period of time with a group of police officers. For this reason, it was structured as a case study. This chapter provides a description of the process that was used for participant solicitation and selection, as well as the methods for data collection and analysis. In addition, a discussion is provided about potential ethical issues and personal bias as they related to this study.

### **Research Design**

Again, this study aimed to determine how a facilitated intervention impacts the experience of a group of police officers, from their perspective as well as from the perspectives of co-workers, colleagues and family members.

After considering various approaches to this research topic, the use of a developmental workshop was deemed to be the most suitable approach. The Use of Self has no foundation in policing today; it is a new concept that has not been integrated into the field – no continuing education programs are available related to developing or even becoming aware of the Use of Self at this point. This research requires a process to introduce the concepts and a process for developing the participants' Use of Self. While instruction could be delivered via multiple methods, considering the nature of the Use of Self, an experiential learning approach seemed to fit the spirit of the Use of Self development process.

“Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 38). Through this research, the participants were introduced to concepts, and for the duration of the workshop series, they applied those concepts to experiences they had in their lives. They then examined their experiences through a reflective practice. The participants were essentially conducting miniature action research projects within the larger study.

It is important to remember that the participants had a lifetime of beliefs and experiences that contributed to the intervention and that have served them with varying degrees of effectiveness up to this point. This research challenged their beliefs and past practices. It is also important to recognize where these beliefs were impacting their Use of Self initially and to then move towards refining those beliefs to be more effective (Kolb, 28, 1984).

The intervention process allowed the participants to integrate the learning into their theories-in-use. The development of the Use of Self is not a checklist of physical techniques or skills that can be applied. Rather, the Use of Self involves a holistic aspect that required participants to integrate the concepts into their own self-discovery. Kolb's research informed this research by affirming that the intervention process helps to minimize the possibility of reversion to earlier understanding and the possibility of a dual theory where the learning is inconsistent with their perception of how they view the world (28-29). Kolb specifically states, "The simple perception of experience is not sufficient for learning; something must be done with it" (42).

The case study methodology was selected in this research. As defined by Simons, a "Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution or system in a 'real-life' context. It is research based, inclusive of different methods and is evidence-led" (2009, p. 21). Considering that I aimed to gain the perspectives of not only the workshop participants but also those around them, this methodology accomplished this goal. A potential risk in a case study research project is an over application or generalization of the findings. This can be managed by limiting the inferences to the context presented and by describing the experiences of the participants in detail, so that context is understood by the reader of the research (Simons, 2014, p. 465).

**Setting**

The study participants were asked to participate in a four-session group workshop as well as an individual one-on-one interview following the workshop series. See Appendix C for the interview questions. Considerations for the workshop venue included accessibility for the participants and a comfortable space that promoted learning and development.

**Participants**

In an effort to maximize the likelihood of the participants interacting with the public on a more regular basis, for this trial study, the participants needed to be law enforcement officers from the Twin Cities metropolitan area, not from outstate areas. Moreover, considering that the participants were going to be reflecting throughout the intervention based on their interactions with the public and others, they were required to frequently interact with the public in the regular course of their work (i.e., patrol officer, school resource officer, street supervisor). I made contact with senior leaders from Twin Cities law enforcement agencies to enlist members from their organizations to participate in this study. The expectation was that the participants would be compensated by their employer for participation in the study. Since the intervention is workshop-based and fundamentally develops self-awareness, self-management and self-regulation, continuing education credits were requested from the Minnesota Board of Peace Officers Standards and Training. This intervention met the continuing education requirements stated in MN RULES 6700.0900 and 6700.0901.

Given the nature of the workshop and the importance of developing trust among the participants, confidentiality regarding the discussions was paramount. The participants were asked to sign a confidentiality agreement prior to participating in the workshop. Refer to APPENDIX A for the specifics thereof.



It also was important for me to define what it means to participate openly during the intervention. In the interest of protecting the participants, I defined openness as the sharing of feelings, wants and thoughts at the time, not personal secrets or confessions that would be protected in a formal therapeutic relationship. “It's not ‘Do what you feel,’ but ‘Feel what you feel and choose what you do’” (Crosby).

### **Intervention**

As previously mentioned, the research participants partook in a facilitated intervention, which included four sessions over a period of 5 weeks. Jamieson, Auron and Shechtman state, “Learning to manage our Use of Self is a lifelong process as we are constantly receiving new and updated feedback on ourselves and our work” (2010). The development of the Use of Self is ongoing and never ending; however, there is a need to determine whether a short intervention can influence someone’s Use of Self in a meaningful way. It is assumed that the learning and development of the Use of Self will continue long after the intervention, but it seemed likely that the participants would notice progress after this intervention.

Using a reflective practice, namely, the Use of Self cycle for reflection (USCR), the participants retrospectively considered situations that they believed did not play out as expected.



*Use of Self Cycle for Reflection 1*

In the workshops, after gaining a basic understanding of the Use of Self, they began applying the USCR to situations that were brought forward by the facilitator. As they progressed through the intervention workshops, they developed awareness and competencies around the factors that influence the Use of Self. These competencies are associated with Jamieson's research on the

Use of Self and self-awareness (Jamieson, 2016). Through this exploration of self-awareness, at some point in the series, they began to reflect on their own interactions using the USCR as the foundation.

The foundation for this reflection cycle was also based on action learning, action science and action research. An action learning intervention involves the application of both theoretical knowledge and personal experience to change behaviors. Revans (1980) describes it as a process in which participants apply theories and ideas to real situations, thereby gaining a better understanding of the theory behind the change.

A typical action learning program includes a curriculum delivered on a theory or topic, followed by the participants applying the knowledge to workplace situations. They work on the situation over a period of time, receiving feedback from other participants or the facilitators of the learning process. In this way, the participants learn the realities of applying the knowledge within the limitations that are out of their control, forcing them to be innovative in their approach (Raelin, 2006, p. 203-204).

Through an intervention process, action science focuses on individuals or groups of people improving their effectiveness in social situations by developing an improved awareness of what is influencing their interactions. Participants are asked to question their perspectives and interpretations (Raelin, 2006, p. 203-204), and change is often brought about by recognizing the dissonance between an individual's actions and the values that he or she has adopted. Participants also dig into the values that influence their actions (Austin & Bartunek, 2006, p. 112-113).

The term "action research" was coined by Kurt Lewin in 1946 in "Action Research and Minority Problems," describing a process that requires action to initiate change and accurate

reflection of the situation, followed by considering the options for next steps and choosing the best solution at that time. Participants must thus believe that change is necessary to be effective. Moreover, group dynamics are frequently at play throughout the process – the change process is as important as the outcome itself (Burnes, 2006).

Most action researchers agree that action research includes cycles of creating a plan, taking action on the plan, evaluating the action that was taken and repeating the cycle again, although the methodology or techniques within action research may differ (Dickens & Watkins, 1999, p. 133-134).

Lewin articulates a three-step process in action research: unfreezing, moving and refreezing. Each of these steps contributes to the lasting success of the methodology. Participants may initially feel a sense of destabilization during the unfreezing stage; however it is important to break through the status quo. Then, when they sense this unsettling of the norm, they feel motivated to learn. During this moving phase, participants consider options that serve them better. Finally, they re-solidify their behaviors with the new learning that has occurred, thus changing their actions (Burnes, 2006, p. 142-143).

The USCR is a process that allows someone to consider many aspects that contribute to developing the Use of Self, while he or she reflects on situations that involved interactions with others. For the duration of the workshop series, the participants were instructed to consider interactions that they recognized as not unfolding as expected, for example an interaction with someone during a call for service, a traffic enforcement contact, or possibly a conversation with a co-worker. It is important to mention that because of the nature of police work, there will always be unfavorable encounters with individuals, and even if an officer has a well-developed Use of Self, the other person involved may have motivations that are not influenced by the

officer's actions. For example, someone may be facing significant jail time and will do anything possible to avoid this fate. The person could run from the police for this reason and resist arrest. In these types of situations, the USCR can still be applied even though the officer did nothing to influence the response. The officer may consider the interaction at the point that the person is arrested. Furthermore, choice points exist throughout the interaction, including the conversation that takes place during the arrest, during the transport to jail, during the booking process and throughout the interview. During each stage of contact, the officer can consider the points on the USCR and ultimately determine what he or she contributed to the dynamics and what he or she could do differently in a similar situation in the future.

### **Outline for Workshops**

See Appendix B for the intervention agenda outline.

### **Data Collection**

Upon completion of the Use of Self workshop, the participants were interviewed to better understand their experience of the workshop, their perception of the impact that the workshop had on them and their perception of the effectiveness of the workshop modules.

In addition, the participants were required to disseminate a survey to several "observers" – one personal acquaintance (family member, close friend, roommate) and one professional colleague. Both of these observers were required to have had frequent contact with the participant over the course of the workshop. These observers received a link to an online survey instrument, which granted the observers an opportunity to provide any reflections that they noticed in the participant over the course of the workshop time period. This was disseminated at the conclusion of the workshop. See Appendix D for the survey questions provided to the non-participants.

**Data Analysis**

Data for this research was sourced from participant interviews at the conclusion of the intervention, participant's journal entries, a survey of the non-participant observers and my observations of the intervention. My observations were focused on determining whether the intervention was encouraging an experience that allowed the participants to develop their Use of Self in a meaningful way.

In addition to the primary research question, I also evaluated the effectiveness of the intervention itself. The participants were asked to specifically journal about their experiences during the intervention.

All interviews were recorded and transcribed. Thereafter, they were analyzed to find data that relates to the research question.

The online journals that the participants completed were used to evaluate the effectiveness of the interventions. They were utilized in conjunction with the participant interviews to determine trends in their perspectives.

The surveys that were provided to the non-participating observers were used to determine the participants' shared experience and what, if any, effects the non-participants noticed that the workshop series had on the participants.

**Assumptions and Researcher's Bias**

All of the participants were active police officers working in a law enforcement agency in the Twin Cities. This afforded the participants the ability to practice developing their Use of Self with a variety of experiences.

As a career police officer, my perspectives and beliefs are informed by my experiences over the last 19 years. I had an existing professional relationship with certain participants of this

study, considering my role as a police officer and educator in the field. During the data analysis, I relied on the participants' responses to the process and interview, not my interpretation of their experiences. I also relied on my dissertation committee members to check any biases that I entered into the data.

### **Limitations**

It is important to recognize that the chosen methodology for this research is labor intensive and requires a relatively limited participant group. It was intended to be a pilot study to also determine the feasibility of a broader application in the future.

The number of participants who were able to dedicate not only time to the intervention, but also time outside of the set meeting times, was limited. This impacted the number of participants who were able to make the necessary time commitment. During the recruitment process, I received multiple responses from interested individuals who could not attend all four sessions, and one police department could not accommodate the scheduling demand.

### **Delimitations**

It was important that the participants understood the time commitment before agreeing to participate and that their employer would approve the level of commitment required from the participants. All participant recruiting materials clearly outlined the commitment level and expectations for participation.

### **Ethical Considerations**

Permission was obtained from the University of St. Thomas institutional review board. Participants were informed that their privacy would be protected and that no information contained in the report can be tracked to a single person. They were also notified that this experience may cause emotional responses and that they could choose to end their participation

at any time. I made myself available at any point to discuss the participants' reactions further if needed.

Furthermore, I recruited a professional colleague, Nicole Zwieg Daly, to contact the participants who work for the City of Woodbury and obtain consent for their participation. Nicole also served as a liaison for the Woodbury participants if they ever felt coerced because of my existing relationship as a supervisor with the City of Woodbury. Nicole did not receive any concerns from the Woodbury participants.

### **Conclusion**

This research afforded me the opportunity to determine how a facilitated intervention aimed at developing the Use of Self impacts a group of police officers, from their perspective as well as from the perspectives of their colleagues, family members and co-workers. The data provided insight into how the Use of Self can impact policing and how the intervention model can provide a meaningful and effective way for police officers to develop their Use of Self. This chapter outlined the methods that were utilized for this research proposal. The results are presented in Chapter 4, and the conclusions are discussed in Chapter 5 of the final dissertation report.



## **Chapter 4: Results**

### **Introduction**

The objective of this research was to determine how a facilitated intervention aimed at developing the Use of Self impacts a group of police officers, from their perspective as well as from the perspectives of their colleagues, family members and co-workers. This facilitated intervention was structured into four workshop sessions, occurring over a 5-week period. All participants in the study had a favorable perception of the experience, and all noticed changes in their behaviors, for the better. This chapter accomplishes two objectives. First, it explores the impact that the intervention workshops had on the police officers. Second, it examines specific aspects of the workshops and determine the effectiveness of the segments of each workshop.

### **Recruitment of Participants**

Contact was made with six law enforcement agencies in the Twin Cities area: WPS, the Oakdale Police Department, the Washington County Sheriff's Office, the St. Louis Park Police Department and the St. Paul Police Department. Senior-level supervisors were contacted to obtain approval to request participants from their respective policing agencies. The Oakdale Police Department was unable to participate because of staffing limitations. The Washington County Sheriff's Office, WPS, the St. Louis Park Police Department and the St. Paul Police Department all signed consent forms to allow me to request participants. Participants from WPS, the St. Louis Park Police Department and the St. Paul Police Department agreed to participate in the study.

### **Participant Demographics**

Five participants agreed to the research study. They were licensed police officers from WPS, the St. Louis Park Police Department or the St. Paul Police Department. Summary demographics are listed below for reference:

Gender	Male ( $n = 3$ ); Female ( $n = 2$ )
Position Category	Patrol Officer ( $n = 2$ ); Detective ( $n = 1$ ); Specialty Assignment ( $n = 2$ )
Years as a Police Officer	0–5 Years ( $n = 1$ ); 6–10 Years ( $n = 1$ ); 11–15 Years (1); 16–20 Years (1?); 21–25 Years ( $n = 0$ ); 26–30 Years ( $n = 1$ )
Employer	Woodbury ( $n = 2$ ); St. Louis Park ( $n = 1$ ); St. Paul ( $n = 2$ )

The gender of the participants was equitable considering the small number and odd number of participants, with more male participants than female participants.

It is important to note that I intended for the participants to be in a role within their law enforcement agency that has frequent interaction with the public. Two participants work in a patrol officer role, which has frequent contact with the public; however, one participant in this role was injured and was not actively working as a patrol officer until the third workshop session. The remaining three participants perform roles that do not have as frequent interaction with the public as I had hoped. One of the participants, who performs a specialty assignment, frequently works overtime and a second job with the Metro Transit Police Department (up to 24 hours per week), affording that participant the opportunity to interact with members of the community more frequently. This participant also oversees a cadet program that integrates 40+ students into the law enforcement field.

### **Researcher as a Participant**

As the researcher, I made the intentional decision to be an engaged participant in all of the exercises during the workshop, not just a workshop facilitator or researcher. This choice was made for several reasons, and the predominant one was to demonstrate the concepts of Use of Self in practice with the participants. I believed that through my active engagement and participation, the participants would not perceive this research as being “done to them,” but that I was engaging with them in the process. I intentionally verbalized my own developmental experiences throughout the workshop, exemplifying that this is a lifelong process – it has

become a lens that shapes my worldview and requires continual intentionality. I believe this approach was successful, and I would replicate it in the future. Trust seemed to develop quickly among the participants, and they trusted the process. When I revealed aspects of my own developmental journey, I bookmarked that experience with the participants by discussing why it was relevant for them and how they could make the connection between my experiences and their learning.

Throughout the workshop series, there were times when I engaged and participated more than at other times. In some circumstances, I intentionally held back because I believed that divulging too much of my personal self to the participants could potentially impact their perception of me, and I would lose that balance between a facilitator of the process and a participant. While I wanted them to understand the role of vulnerability and to see me applying the concepts, I did not want the participants to completely see me as a colleague. I believe this approach was successful, although it added an additional challenge to my role as the facilitator and researcher.

### **Impact on Participants**

The initial research question for this study was to determine how a facilitated Use of Self-development intervention impacts a group of police officers. The data was obtained from a variety of sources:

1. Daily journal entries by the participants;
2. Non-participant survey responses;
3. Post-study interview.

The participants were asked to keep a daily journal throughout the study, with a final journal entry that encompassed a series of questions. The participants initially were asked to use an online journal application, Penzu, to reflect daily on the following questions:

1. What do I remember from this day (events, conversations, incidents)?
2. What insights from today do I need to remember?
3. In what types of future situations can I use this knowledge?

There were technical challenges with the Penzu app, so only one participant continued to use the app for journaling purposes. In the end, three of the five participants submitted journal entries, which were done sporadically, not daily. Limited insights and data were extracted from the journals, and this source provided the least amount of data.

Again, the data available from the non-participant surveys was limited in nature but still provided some insight. In total, five survey subjects indicated that they were a family member, two indicated that they were a co-worker or supervisor, and no one stated that they were a colleague or acquaintance. Two participants did not have anyone submit non-participant surveys, so their data is based only on their personal observations. These two participants did not submit journals at the conclusion of the workshop series.

The post-workshop participant interviews were the greatest source of data related to the impact that the workshops had on the participants. Each participant agreed to be interviewed and audio recorded during their interview. The interviews were transcribed using a professional transcription service.

Given the small number of participants, it should be noted that the interview transcripts and journal entries reveal personal information that could identify the participant identity; therefore, they are not included as an appendix in this dissertation.

### **Summary of Extracted Data**

The data that was extracted from the listed sources was sorted into seven categories:

- Impact on Interactions with Community Members;
- Impact on Interactions with Colleagues/Co-workers;
- Impact on Interactions with Family/Friends;
- Impact on Effectiveness as a Police Officer;
- Notable Behavior Changes;
- Personal Insights/Reflections;
- Examples of the Use of Self in Practice.

The first four categories identified the impact that the workshop sessions had on stakeholder groups and their effectiveness as police officers. The next two categories identified notable behavior changes that the participants or observers mentioned. The participants also mentioned more general insights. Finally, considering that this research aimed to determine the impact that the workshop had on the participants, it seemed important to capture specific situations that exemplified their experiences.

#### *Impact on Interactions with Community Members*

Information was limited in this category, with many of the participants stating that they had limited interaction with community members, and the observers stated that they did not know or have not seen the participants interact with community members. One participant mentioned coming to the realization that he or she needs to take more time when interacting with community members rather than rushing through to get to the next task. The limited results in this category may also be limited because of the participant demographics. Only one participant was a patrol officer who was actively working in an assignment and responding to calls for

service. Three were in detective or administrative roles, and one was assigned to a light duty role for the first three sessions.

*Impact on Interactions with Colleagues/Co-workers*

The data sources provided more information related to the participant interactions with colleagues and co-workers.

The following comments were captured from the non-participant observer surveys:

- “More engaging;”
- “Showing more personality;”
- “Feel more connected to the participant;”
- “Others are able to understand her better;”
- “Seems happier at work;”
- “Have not noticed any changes;”
- “More patient when asked to help;”
- “Looked more to the positive side of things;”
- “Helped to create a better working environment.”

The following comments were captured from interviews or journal entries:

- “Taking more time in dealing with interactions than usual;”
- “Broken down walls, dropped some baggage, pushed a weight off my shoulders;”
- “Enhanced ability to communicate;”
- “Gained insight on how to conduct themselves professionally;”
- “Taking the time to evaluate responses when in an emotional state versus just saying the first thing that comes to mind.”

The comments related to interactions with colleagues or co-workers were favorable, with only one notable comment indicating that they had not noticed any changes.

*Impact on Interactions with Family/Friends*

The majority of the data for this category was found in the non-participant observer surveys, with a mixed review.

The following comments were captured from the non-participant observer surveys:

- “Have not seen much difference;”
- “Didn’t know he was doing it, didn’t see much of a difference;”
- “He may be a little more polite;”
- “More verbal affirmation;”
- “Communication has improved, allowing better discussions where everyone is heard;”
- “More aware of herself;”
- “Happier, getting along with others better;”
- “Haven’t changed much. Mood cycles;”
- “Increased openness;”
- “Opens up a little more;”
- “Has a hopeful outcome;”
- “Good to do this but just didn’t see much of a difference to know if it’s just a good week or if it’s made a lasting difference.”

The following comments were captured from interviews or journal entries:

- “[Spouse] and I have been getting along really well and the kids have been also. I feel like this program is really working for me!”

Many of these comments indicated that some family members noticed a change in how the participants interacted with family and friends. Although the category includes friends, in the workshop discussions, it was revealed that all of these surveys were completed by family members. In addition, most of the unfavorable responses were attributed to one participant.

*Impact on Effectiveness as a Police Officer*

Data was limited in this category, with minimal responses being coded to the participants' effectiveness as police officers. Generally speaking, the responses indicated that any impact on participants' effectiveness was "unknown." Two responses suggested a favorable change in participants' effectiveness related to their job as a police officer.

- More eager to teach, train and educate students;
- More confident.

*Notable Behavior Changes*

Again, there was not a significant amount of data available in this category; however, a few comments were notable, especially around the intentionality that the participants mentioned.

The following comment was captured from the non-participant observer surveys:

- "Engaging with friends he hasn't seen in quite a while."

The following comments were captured from interviews or journal entries:

- "I have noticed that I'm much more intentional with the words that come out of my mouth;"
- "I feel like I have been deliberate in my actions and words and think more about them than ever before;"
- "I feel like a new person with better relationships."



*Personal Insights/Reflections*

Given the nature of this category, the data points were all sources from the participants. The participants all shared favorable personal insights or reflections as a result of their participation in the workshop series.

The following comments were captured from interviews or journal entries:

- “I am proud that I dug deeper into myself and obtain[ed] feedback without feeling defensive;”
- “I enjoyed [being] deliberate digging into why I act and react the way I do;”
- “I feel like I helped others by being open and talking about myself, my thoughts and feelings;”
- “Being present in the moment will be a challenge;”
- “It was comforting knowing that I was not alone in my struggles;”
- “As we began to dig and dig in the class, many things bad experiences began to pop into my mind...I began to think about how those experiences would have turned out if I had applied some of the principles that were taught in this class;”
- “Key is the pause. The pause allows time to reflect and give a reasoned response;”
- “Pause, don’t be so reactionary, pause. There is almost always time to slow down, then react and even take myself out of the situation if need be rather than say or do something that would be counterproductive or hurtful;”
- “Last day of class, wish we could keep going.”

*Examples of the Use of Self in Practice*

The following stories exemplified the effectiveness of the workshop sessions.

Example #1: After investigating an incident involving an infant who had died, one participant went home, and her husband asked about her day. She paused and thought about how she wanted to respond before answering. She could have avoided the question by saying “fine,” or she could choose to be vulnerable and tell him, “I had a really shitty day,” and discuss the incident with her husband. She chose the latter and wrote in her journal, “It ended up being good. Like he didn’t drill me on it.” Her husband listened and gave her a big hug, which is exactly what she was looking for. In her reflection, she stated, “But I didn’t know how that was going to go. Do you stuff it or do you share it?” Having the conversation allowed her to explain, “If I’m acting weird, it’s not because of you. I got other things going on you know, like just have a little patience with me.” She attributed this successful event with her husband to her experiences with the Use of Self in Policing workshop series.

Example #2: During the triggers exercise, one participant recognized that child safety seat violations are an issue when he is not his best self, and his reaction is usually undesirable. He stated, “I stopped a woman yesterday, and there were three kids standing up in the back seat and [I] was going to let her have it. She was talking about how her car got towed, she can’t afford car seats, can’t get the seats out of the car.” He recognized while at the traffic stop that he was being triggered in an unfavorable way. It was impacting him, but he recognized this reaction because of the workshop series. He continued, “I just went back to my squad and took that second, went through [the USCR] and called [the car seat inspection program coordinator] and asked, ‘what do we have to do [to provide car seats]?’ I got all the info, and they are coming in to get free car seats.” He continued, “Whereas before, I’d be like, here’s your \$140.00 ticket...which wouldn’t improve the situation at all. I ended up not even writing her a ticket, which is a first; I’ve never done that before. Instead of her just saying ‘asshole cop,’ I was

looking out for her kids.” The participant attributed this reaction to the development that had occurred during the workshop series.

Example #3: One participant has a child with a disability. He was at a community event with his family, and while at the event, they were seated under a large party tent. It had been raining, and water from the tent roof was dripping on his daughter, so he lifted the edge of the tent to push the water away. The water splashed towards another attendee. As a result, the other attendee made a rude comment, which triggered the workshop participant because his intent was to protect his daughter from getting wet. His initial instinct was to engage and confront the person, but he chose to not respond to the trigger. He paused and made the decision to not let it impact the evening. He attributed this favorable response to his learning in the workshop series.

Example #4: One participant discussed in his journal that he had experienced stressful situations in the days prior to the third workshop session. He wrote that as he entered the session, he remained silent during the check-in exercises when asked about what had been occurring in the last two weeks. As the workshop session progressed, he noticed that he opened up, and by the end of the day, the situation that had been impacting him in a negative way was no longer impacting him. He wondered, “Did I just [stop] focusing on it or did some[thing] we discussed in class allow me to compartmentalize it in a way that I was able to put it away and no longer had the need to deal with it?” He continued, “As the day ends, I feel much more relieved and in a much better mood to have peaceful sleep.”

These examples provided valuable insight into how the participants experienced the workshops and how they were applying the learning.

## **Workshop Effectiveness**

It was important for me to understand the effectiveness of the workshops to better recognize how the participants were influenced along the way. After each workshop session, the participants received a link to an online survey that asked them to evaluate the session overall using a five-point Likert scale (excellent, good, average, poor, terrible). In addition, they were asked to evaluate each learning segment using a different five-point Likert scale (extremely effective, very effective, moderately effective, slightly effective not effective at all) to determine how effective the segment was for their understanding of the Use of Self in policing. Finally, the survey asked for the most effective and least effective aspects from each workshop. Refer to Appendix E for the evaluation reports. The evaluations were password protected, preventing others from submitting responses.

### **Session #1 – June 20, 2019**

The objectives for this initial session included the following:

- actively creating and promoting trust among the workshop participants;
- participating in experiential learning exercises to recognize the role of risk and courage in the development of the Use of Self;
- through participation in experiential learning exercises, the participants explored how vulnerability allows the development of the Use of Self.

All five participants evaluated the workshop overall as excellent or good on a five-point Likert scale.

### *What Went Wrong*

This exercise was intended to jump start the participants thinking around being intentional about reflecting on situations that did not unfold as intended. Through a series of

questions that followed the ORID conversation methods (Stanfield, 2000), the participants discussed their responses to the questions with a partner in the workshop. They evaluated this section as extremely effective or very effective for developing their understanding of the Use of Self in policing. Their comments indicated that they found value in retrospectively examining situations that did not play out as anticipated.

### *Defining the Use of Self*

This presentation introduced the fundamentals of the Use of Self in the context of policing. The participants gained an understanding of how the elements are all critical for developing their Use of Self. In this segment, they participated in a focused conversation about the overlap between the concept of command presence and the Use of Self. They then viewed two police-related videos that highlighted the basics of de-escalation, and they had a conversation about how they see the Use of Self being important for effective de-escalation. In addition, after viewing two videos to introduce or refresh their understanding of procedural justice, they had a conversation about the potential overlap between the concept of procedural justice and the Use of Self. The participants had a difficult time correlating the concepts. The consensus of the group seemed to be that the fundamentals of procedural justice (transparency, fairness, voice and impartiality) were not inconsistent with the Use of Self; however, it was a difficult correlation for the participants to make. Finally, they examined how reflective practices and mindfulness exercises can benefit police officer wellness. The participants evaluated this segment as predominantly very effective.

### *Life Story Exercise*

The life story exercise allowed each participant to independently consider what events, choices, decisions and memories impact the kind of person he or she and the kind of person he or

she wants to become. The participants created a “book” of their lives with chapters for each phase, highlighting events within each chapter. They then discussed their findings with another participant. Three of the participants evaluated this section as extremely effective, while the remaining two indicated it was very effective for their understanding of the Use of Self in policing. Their feedback indicated that they wished they had more time to complete this exercise and one participant indicated that “It was interesting to see how the past forms you.” Two participants indicated that this exercise was the most valuable aspect of the first workshop.

### **Session #2 – June 27, 2019**

Session 2’s learning objectives included the following:

- examining and discussing the results of an online 360-degree evaluation to better understanding how self-awareness initiates the development of the Use of Self;
- examining the values that are important to participants in order to better understand how their values impact the development of the Use of Self;
- utilizing the USCR to understand how intention and choice impact the way in which participants show up and respond to interactions with others;
- utilizing the USCR to retrospectively review police-related situations (on video or via a narrative provided) to recognize how the cycle will help develop the participants’ Use of Self.

This session delved into the concept of self-awareness and how the participants can use solicited feedback in a meaningful way. They also examined how the values that they believe are important to them influence their choices.

*“Invictus” Poem*

This poem by William Ernest Henley concludes with, “I am the master of my fate, I am the captain of my soul,” emphasizing the influence that the individual has on his or her destiny. The participants used this poem to have a focused conversation about what different aspects of the poem meant to them and how they saw the development of the Use of Self within the poem. As anticipated, the use of a poem was outside of the participants’ comfort zone; however, for some participants, this approach was effective for their understanding of the Use of Self in policing.

*Johari Window*

The Johari window model was introduced to provide a framework for the feedback process. One participant expressed that it was a difficult concept to follow, whereas others indicated that it was helpful. In addition, the participants were requested to complete an online Johari window exercise and a Nohari window exercise. The participants evaluated themselves on the words that best described them and then their weaknesses in the Nohari window exercise. They then distributed the link to several family members, co-workers or colleagues and asked for their perspectives. The results were debriefed in the third session. The participants discussed the difficulty they had with getting people to complete the Nohari window exercise because it forced people to expose the participants’ weaknesses: the unwilling evaluators did not feel comfortable revealing their perspectives about these weaknesses. The participants had to reassure the evaluators that they would not become defensive and were genuinely interested in the evaluators’ feedback. They also noticed that it seemed that the evaluators chose the least hurtful words to describe a weakness when presented with multiple options that can be interpreted in the same way. This exercise came up in many discussions over the remaining workshop sessions,

indicating that the energy developed around this feedback process generated thought and discussion.

### *Ladder of Inference*

The ladder of inference was introduced to emphasize how our brains filter all of the information that is available at any given time so we can develop our beliefs about the situation based on the assumptions we make. It was also used to introduce the idea of inserting a pause when the situation affords the opportunity. The participants evaluated this section as either extremely effective or very effective for improving their understanding of the Use of Self.

### *Self-Stir 360 Follow Up*

After the first session, the participants completed an online 360-degree evaluation and requested colleagues, family members or co-workers to complete the evaluation as well. The evaluation assessed eight categories: accountability/responsibility, adaptability/flexibility, compassion/empathy, humility, personal integrity / inspiring trust, openness, positive attitude and self-awareness. The instrument is a free version of the evaluation, so there were some challenges associated with exporting the report for further analysis. However, these challenges did not prevent the participants from gleaning valuable information from the results. This exercise, along with the Johari/Nohari window exercises, was frequently discussed throughout the workshop sessions and in the follow-up interviews. The participants partnered up with one another to have a focused conversation about where they found inspiration, what made them anxious or demotivated and the strengths and weaknesses of their style. They then shared their insights with the larger group. The participants predominantly found value in the exercise; however, one participant had difficulty with the technology and was unable to participate to the fullest extent.



*Values in Policing*

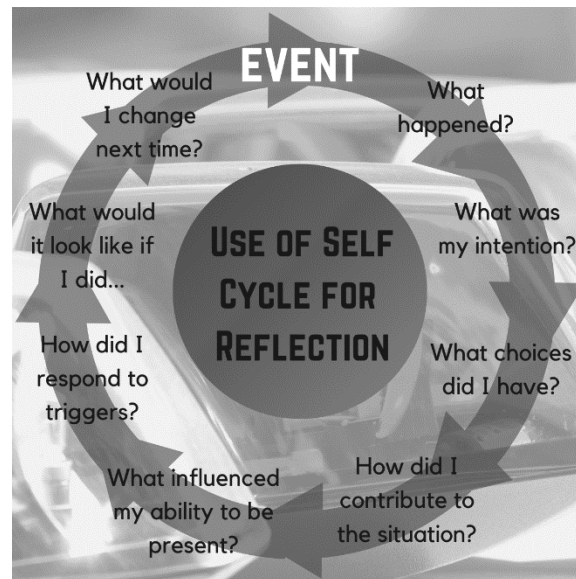
This exercise was important for the participants to better understand how their values influence their choices and the decisions they make. By recognizing the values that are most important to them, participants can ideally make decisions, improve their self-awareness and adjust their reactions to situations. The participants were provided with a stack of value cards, and they were asked to sort these cards into three piles: not important to me, important to me and most important to me. They were then asked to identify the top three values they selected from the “most important” pile. In pairs, they discussed how these values show up in their life, why they chose the values and in what ways could they be truer to those values. Thereafter, they reported their insights to the large group.

The participants did not seem to connect this exercise with the development of the Use of Self in policing. It seemed that the exercise did not dive deep enough into how these values influence behaviors. The participants generally evaluated this segment as moderately valuable for understanding the Use of Self in policing.

When I completed this exercise in the group, the values that arose as the most important to me, struck me as potentially too revealing about my personal life, considering my lack of history with the individuals. While a level of trust was developed with them, it had not been validated over time. I intentionally shifted my top three choices to portray a different image with the participants. The following is consequently a consideration: did other participants potentially filter their responses as well?

*Use of Self Cycle for Reflection (USCR)*

This segment introduced the USCR, a model that allows workshop participants to retroactively use a Socratic process to critically think about an event.



This initial introduction to the USCR utilized events that I provided to demonstrate the reflective process. The examples included a conflict that occurred between a police officer and me (as a supervisor), a use-of-force incident that occurred at a medical treatment facility and a video review of an incident that occurred between a community member and police officers in Colorado. As a group, we utilized the USCR to take a deep dive into each of these events. For the Colorado incident, we needed to make some assumptions along the way because it was a video; however, working through the cycle was still relevant.

Considering I had first-hand involvement in two of the events, I was able to demonstrate the process, and it afforded me the opportunity to showcase the vulnerability needed to make this process meaningful. I encouraged the participants to ask questions for clarification purposes, and I also asked for their thoughts on what I was contributing to the event. A side benefit is that the

participants were able to see me utilize my own Use of Self in this process as the workshop facilitator.

Feedback on this exercise was highly favorable. Of the four participants who completed the session evaluation, two stated that it was extremely successful, one said it was very effective, and one indicated that it was moderately effective. One participant stated, “This should become second nature to me. The more it does, the better I’ll react to handle emotionally charged situations.” This is the intent of the model. By using the model to retrospectively consider events, it initially develops proficiency with the reflective process, and ideally, with this improved proficiency, the model will allow the user to apply the questions in real time in a dynamic situation.

### **Session #3 – July 11, 2019**

Session three resumed after having a week-long break for the Fourth of July holiday. This allowed the participants to begin to explore the USCR in their own lives. They were also tasked with completing two Johari window exercises that required input from colleagues, co-workers and family members. The objectives for this session included gaining a better understanding of how triggers impact behaviors and the development of the Use of Self. Furthermore, the participants were asked to begin applying the USCR to events in their lives. During this session, there was a palpable energy in the room that I interpreted as the participants truly grasping the concepts of the Use of Self and the workshop series having a positive impact not only on their understanding but also on their ability to apply the concepts.

#### *“I Will End You” Video*

This exercise utilized a clip from the movie Good Will Hunting. The clip depicts a therapy session involving Matt Damon as the patient and Robin Williams as the therapist. In this

scene, the patient begins to ask the therapist personal questions. Damon instigates a response from Williams when Damon asks Williams about his marriage and his wife. This causes Williams to act in an unprofessional way, threatening and physically assaulting Damon.

We reviewed the scene twice, the first time without any context or explanation. The second time, I asked them to take notice of what was potentially triggering Williams during the therapy session. After the viewing, we had a focused conversation about the scene.

The participants found value in understanding how Williams initially engaged in a discussion that involved personal matters, likely in an attempt to develop rapport with his patient, which is an aspect of the Use of Self. He was choosing to step out of the traditional therapist/patient relationship, allowing himself to be vulnerable by sharing some personal details. However, once the patient activated a trigger, Williams did not maintain his professionalism and lost his cool with Damon. During our discussion, the participants drew parallels to their work as police officers on two fronts. At times, they intentionally allow themselves to step out of the role of a police officer and take a calculated risk to share aspects of themselves in a situation or event. They also recognized that, as police officers, they are triggered on a regular basis.

#### *Johari/Nohari Window Follow Up*

At the conclusion of the previous session, the participants were asked to evaluate themselves using two online assessments that are based on the Johari window model. The initial assessment asked the participants to select the adjectives that most accurately described themselves. Then, they sent a link to the same assessment to co-workers, colleagues and family members, asking them to select adjectives that describe the workshop participant. The assessment then aligns the adjectives into the four quadrants of the Johari window based on the

submissions. The other assessment lists adjectives that are weaknesses or “failings,” as the assessment describes. This assessment uses the same methodology as the first exercise.

The participants appreciated this exercise. One participant stated, “Outstanding. This discussion...helped me think about how I can talk about the results with those close to me, as well as colleagues, in a constructive way, which will provide important feedback for me.” Another participants stated, “This test provided some insightful things about me that are in my blind spot.” We had a focused conversation about their results that asked them what areas they need to investigate further, what concerns they had, what insights are emerging and the next steps they need to take to better understand the results.

### *Triggers Exercise*

The objective of this exercise was to recognize the situations in which the participants are and are not their best self. They were provided with a list of general trigger categories to generate ideas, and they were asked to create drawings to represent situations that exemplify their best self and other situations that do not represent their best self. I changed this exercise at the last minute from a more linear, word-focused exercise to this more creative approach in an attempt to take the group members out of their comfort zones (expose some vulnerability) and to activate a different part of the brain by using drawing instead of a linear exercise. The group initially complained about their poor drawing ability and the exercise in general. I played music, and as they started using the markers to depict their thoughts, the energy level in the room was spirited, fun and positive. When it came time for the participants to share their drawings with the group and describe their images, they were all laughing and having fun with the exercise. The participants then considered which of the above-mentioned circumstances support the image they are trying to portray and which ones are in opposition. Finally, they had a conversation about

where they can likely make the most impact by strengthening the behaviors that are associated with their desirable self and minimizing the behaviors that are associated with their less desirable self. This part of the exercise was more challenging for the participants and required more time to complete. One student expressed, “Best of all...This was so helpful when I was tempted to revert to old habits of reacting poorly when triggered. Remembering how I wanted someone to see me, and thinking, ‘Is this behavior reflective of that trait?’ was the most helpful thing to date...”

*What is Your Impact on Others?*

This next exercise focused on identifying events that the participants experienced recently that may not have played out as intended. Through a paired focused conversation, the participants considered the impression that they want to create with others. Then, they considered recent situations that did not align with that impression. Once they identified situations that were misaligned, they were asked to consider their own behaviors in that situation and to consider whether their behaviors were consistent with their intended impact. Thereafter, the participants considered the reactions that others had during those events. They examined whether the reactions were in alignment with the participants’ intentions. Finally, they considered what opportunities were available to experiment with in the future to improve the likelihood that their intentions are fulfilled in these types of events.

The participants all found this exercise to be at least moderately effective in improving their understanding of the Use of Self in policing, with two of the five participants indicating that the exercise was exceptionally effective. In the discussion afterwards, it seemed that it was most helpful for the participants to identify the individuals or groups they value and whom they want to ensure have a favorable impression of them. An insight they discovered is that they are more

intentional in their work relationships than their personal relationships; however, they recognized that they value their personal relationships more than their work relationships. This was an interesting discovery because it drove home the importance of intentionality in the Use of Self.

*Use of Self Cycle for Reflection (USCR)*

This third session concluded by returning to the USCR, except that the participants were asked to bring forward examples from their own lived experiences from the previous two weeks. At this point in the workshop series, trust seems to have been developed in the room, and it was the ideal opportunity for them to bring forward their own events, as opposed to the previous workshop session in which they utilized the USCR in examples that were presented to them or in a situation that had been captured on video.

Three participants volunteered to work through the USCR using events from their recent past. As the participants presented their events, the other participants were highly engaged, asking questions for clarification, indicating that they were interested in understanding the event and the dynamics around the event better. Each participant presented his or her event to the entire group, hitting each point on the USCR. The other participants provided suggestions or alternative behaviors for the presenting participant to consider, which the presenters acknowledged was helpful.

One point on the USCR seemed to be cumbersome in each cycle. When the process stopped at, “What influenced my ability to be present?”, the participants had more difficulty exploring this aspect of the cycle. When the question was adjusted to, “What else was influencing this situation?”, the participants were able to explore a more global perspective of what was contributing to the situation. The original question did not seem to achieve the intended objective; however, this modification initiated much more discussion and introspection.

**Session #4 – July 18, 2019**

This final session of the workshop series was more abbreviated but allowed the participants to come to a sense of closure with the group. The intended objectives for this workshop were to continue exploration and application of the USCR and to create habits around the Use of Self in policing.

It is important to note that as the workshop facilitator, I was able to demonstrate how the Use of Self was an aspect of this workshop for me as well. Just a few days prior to this workshop session, I was involved in a critical incident that involved officers using lethal and non-lethal force on a homicidal/suicidal individual who wanted officers to kill him. I began the workshop session by acknowledging that this event was impacting my ability to be completely present. Incidentally, by explaining this situation to the workshop participants, exposing my vulnerability or potential trigger point, I was able to remove the barriers that I had erected prior to beginning this workshop session and be more engaged.

*“You are the Instrument”*

This first exercise utilized an essay written by Dr. David Jamieson , titled “You are the Instrument.” This essay was not written for policing; however, I did not explain the context of the essay to the participants. I facilitated a focused conversation that asked them to identify what experiences in policing they associate with aspects of this essay. The participants easily found an overlap between their experiences as police officers and the content of the essay. After an enriching discussion, I explained that the piece was not intended for policing but that it was written for organization development consultants. They all expressed disbelief, with one participant stating, “It was astonishing for me that the essay was not written with policing in mind. It seemed so on point for what we do.” They continued, “It showed how perfectly the idea



of Use of Self is an integral (or SHOULD be) an integral part of our mindset both on the job and outside of it.”

*Feedback from Trusted Friends/Family*

Each participant was then asked to debrief the discussions he or she had with a trusted family member, friend or colleague about the feedback that he or she had received up to this point in the workshop series. The participants all provided a summary of those discussions. Several of the participants expressed how valuable the discussions were for them in developing their Use of Self. One participant wrote, “This was so helpful. It was the breakthrough I’ve been searching for...to have some difficult conversations about some sticking points in some close relationships.” They mentioned that the feedback they received using the Johari//Nohari exercises and the Self-Stir 360 assessment, as well as their participation in the workshop series as a whole, provided a context and framework for having difficult conversations that seemed unapproachable in the past.

Survey responses for this final session were limited – only two participants submitted responses; however, they indicated that this exercise was minimally “very effective.”

*Use of Self Cycle for Reflection (USCR)*

The participants volunteered events again that had occurred in the last week to apply to the USCR. It is important to mention that several participants mentioned that they had printed the USCR and now have it posted on their office wall, on hand in their squad car or saved on their phone for easy access. They expressed that they were using the USCR on a regular basis in their daily lives and that it has afforded them the opportunity to occasionally consider aspects of the USCR in real time when they are involved in an interaction with someone else. As previously

mentioned, the intent was that through repeated use, the participants would create habits around the application of the USCR.

## **Chapter 5: Discussion and Recommendations**

### **Summary**

Based on the available data sources (participant interviews, journal entries, non-participant surveys, workshop evaluations and researcher observations), all of the participants indicated that they found the Use of Self in Policing workshops to be a positive experience and that they were better able to not only recognize what aspects of their self was contributing to events, but also to make adjustments to be more effective and intentional. Each of the participants expressed the value of having a small cohort model in the exploration of the Use of Self and discussed how the small size of the group was critical for their success.

One participant stated in a journal entry, “I got so much more out of this than I thought possible. I’d been searching for something like this to answer a lot of the big questions we addressed. This workshop did that beautifully. Having a tangible thing [the USCR] to take with me and look at is wonderful.” The workshop sessions all provided effective exercises to improve the participants’ understanding of the Use of Self in policing.

### **Discussion**

As previously indicated, there was potential for coercion in this study, considering that two of the participants are employed by the City of Woodbury, where I am employed in a supervisory role. The Woodbury employees were provided with a contact person, Dr. Nicole Zwieg-Daly, the Director of the Center for Ethics in Practice with the University of St. Thomas, as a resource if they at any point felt they were being coerced by me or felt obligated to

participate in the study. Dr. Zwiig-Daly confirmed via email on August 17, 2019 that she had not been contacted by any participants in the study.

In conversation with the participants, it became apparent that none of them were certain about what the Use of Self in Policing workshop was or what they were volunteering to do when they signed up to participate. This is relevant because as the workshop series progressed, they all found value in it and recognized the importance of developing the Use of Self in the field of policing, despite the concepts being foreign to the field. Furthermore, they made the connection between mindfulness or reflective practice, command presence, and the Use of Self. However, the group struggled to find a connection between the Use of Self and procedural justice. Participants mentioned that they have seen or attended law enforcement emotional survival-type courses in the past but were left with a lingering question: “So what? What’s next?” Therefore, there is a need to find a simple way to explain the Use of Self in policing to engage others in the future.

This study was intended to be a pilot study, and participant numbers were limited. I hoped to engage 12 to 15 participants for the pilot study. Some considerations were that the workshop was held in the summer months, and I received feedback from others who were interested but were unable to make a commitment to be present at all four workshop sessions. The IRB process required each police agency to submit a letter allowing the recruitment of participants from each organization. It was unreasonable to obtain approval from a large number of organizations and stay on a reasonable timeline for completing the research. Of the six law enforcement organizations that I contacted for approval, one agency did not respond, and two indicated that they were unable to approve participation at that time. This equates to a 50% approval from organizations. The feedback I received was that the research aspect of this

workshop series and the IRB language required in the recruitment materials had discouraged participation. Even after direct phone calls explaining the research process and that the workshop series was a Minnesota POST-approved training course, it was difficult to overcome the connotations associated with research. In the future, the IRB requirement would not be necessary if this workshop series was offered outside of the research realm, alleviating this significant hurdle. If additional research is to be conducted in this format, then alternative approaches would be necessary to try to reduce the impact this had on participants.

I anticipated that the participants would all be police officers who had frequent interaction with members of the community. To obtain the five participants, accommodations needed to be made, and two of the participants had minimal interaction with the community. In the future, it would be helpful to recruit additional participants who have a primary role involving daily interaction with members of the community, so they have the opportunity to apply the learning in an environment outside of their organization and with family members. For many participants, the focus of the work was on those closest to them – family (especially spouses) and co-workers; however, some discussed how they were applying the concepts during interviews with people or when conducting traffic stops. In future studies that follow this format, it would be important to hold the workshop series outside of prime vacation usage time such as the summer and spring break. Encouraging and specifically recruiting participants who are in positions with a primary job function that involves frequent engagement with members of the community would be necessary to better understand the impact of a more developed Use of Self on police officers.

It was important to allow time between workshop sessions for the participants to apply the learning. The development of the Use of Self in policing likely does not take place after one lecture-based learning experience, as with many other training courses. The participants

mentioned how important it was for them to be engaged in the workshop sessions, participate in the exercises and have time between sessions to explore the learning. Even so, this workshop series spanned 5 weeks from beginning to end, with varying periods of time after the final session until the final interview (no more than one week afterwards). As we concluded the workshop series, participants mentioned how they wished there was an opportunity to stay in contact with one another so that they do not forget the journey and what they learned along the way. Considering the nature of this work, it would be valuable to conduct research that incorporates a longitudinal study to evaluate the long-term effectiveness of the workshop series.

It is also important to mention the limited data provided by some participants. While all of the participants were highly engaged during the workshop sessions, success in getting non-participant observers to complete the survey was limited. It is unclear whether this was because the participants did not ask anyone to take the survey or if those observers did not complete the survey. It would be beneficial to have a better understanding of the perspectives of the people surrounding the participants during this workshop series. Some of the participants did not discuss the workshop series with their family or with others along the way, and it is unknown how this impacted their development. In the future, I would incorporate an exercise earlier in the process – after the first session – that would engage others who live and work with the participants. By engaging these observers, they potentially would be more invested in supporting the participant throughout the workshop series. Not only would this allow an increased likelihood for observational feedback in the end, but it could also add a layer of accountability for the participant both during and after the workshop series.

In hindsight, from a research perspective, it would have been valuable to audio record the workshop sessions because a plethora of valuable information was discussed in the workshops.

While I intended to take notes during the workshops, I quickly discovered that it was important for me to be present and engaged in the discussions. However, I also believe that recording the sessions would have had a negative impact on the participants being forthcoming with their insights; many of the discussions were sensitive in nature, and recording the workshops may have reduced participants' willingness to speak freely.

### **Recommendations**

The hope for this research is that the participants find value and make progress in developing their Use of Self in policing because of the workshop series. As the Use of Self in policing develops in the field, there are some considerations for future research and for future workshops.

#### **Modifications to Theory, Practice and Policy**

The Use of Self in policing is new to the field. The topic of wellness in policing is becoming more visible, but self-development specifically seems to be an area that requires additional research. Moving forward, it will be important to publish articles in trade magazines and in online forums related to the Use of Self in policing to develop interest in the related concepts.

An alternative approach to this research could be conducted by identifying a small number of participants in the workshop series and specifically focusing on them prior to the workshops, as well as during and after. This single-subject research approach requires that the researcher identifies a dependent variable that can be tracked before, during and after the workshop series. This quantitative approach could be integrated into multiple workshops over a period of time and would be a different approach from the qualitative research method that was utilized in this study. Furthermore, some research argues that single-subject research has

improved external and internal validity when compared to the case study method that was used (Engel & Schutt, 2017). The drawback of the single-subject method is the requirement of a quantitative data point – considering the complexity and holistic nature of the Use of Self, the stories that were shared comprised valuable data for this research; however, that type of data cannot be captured in a single data point.

### **New Problems**

As this research project comes to a close, additional questions or problems should be addressed prior to moving ahead with additional workshops. First and foremost, considering that these workshops can potentially raise topics that may have been traumatic in nature for the participants, it would be necessary to consider a protocol for any participant who discovers that the workshops are causing stress or discomfort. While this was not the case for the workshop participants in this study, the potential is there given the nature of this topic. The objective is not to re-traumatize workshop participants, but if individuals discover that a significant incident in their past is impacting their ability to be their best self, it is critical that a protocol is in place to help them.

Although this workshop series was 5 weeks in total, a deficiency in this research was the ability to ensure longevity in the learning. Consideration should be made for an online network or another venue to continue the learning beyond the workshop series. This seems to be a critical aspect that will likely impact the long-term success of developing the Use of Self in policing. The participants all made comments about how they hope it lasts and that they see potential to forget it along the way unless they have reminders on a regular basis.

### **New Research Questions**

Additional questions that could be addressed related to developing the Use of Self in policing include logistical questions for future workshops.

In preparation for this study, I attempted to find a connection or overlap between four existing structures within law enforcement: command presence, de-escalation techniques, procedural justice and reflective practice or mindfulness. To lend credibility to the concepts in the Use of Self, I hoped that the workshop participants would find aspects of the Use of Self in those four structures. It was not within the scope of this research to determine if and how the development of the Use of Self would impact the participants' understanding or application of those four structures. The participants actually found it difficult to recognize any correlation between procedural justice and the Use of Self but did find an intersection with the concepts behind command presence and the Use of Self. This intersection would be an extremely valuable new research question because command presence is a cornerstone of policing.

Furthermore, the participants had much discussion about the group size. A significant question that remains is whether the workshops could be designed to be successful with additional workshop participants. Additional facilitation may be required during the workshops to ensure that everyone is engaged and participating. Moreover, participants questioned whether they would feel as open to discussing their experience in a larger group: with effective facilitation and design, can that same trust and vulnerability be replicated?

This workshop series included four sessions, with the final session essentially being a wrap-up session with limited new objectives. The participants gained additional exposure to applying the USCR; however, it is possible that this workshop series could be accomplished in three sessions, especially if a process is included for more long-term learning.



Finally, the following questions also arise: Could these workshop sessions be facilitated by others in the future, and can someone gain sufficient expertise after a designated period of time that he or she would have the ability to facilitate these workshops? The pool of people in the field of law enforcement who have expertise in the Use of Self and facilitation experience is not large enough to expand immediately, and the question remains, what is the right experience level for someone to be able to confidently and effectively deliver this content?

### **Conclusion**

This study aimed to determine how a facilitated Use of Self intervention impacts a group of police officers, from their perspective as well as from the perspectives of their immediate co-workers, colleagues and family members. While the sample group of this pilot study was small, the results were favorable. All of the participants found the workshop series to be useful and made notable steps in better understanding the Use of Self in policing and applying the learning to their work and family life. It will be important to continue discussing the Use of Self in policing in a practical way. The concept of the Use of Self is new for policing, and significant effort will be required for the concept to gain momentum. The participants from this research all expressed that they believe that developing the Use of Self in policing is critical for the success of those in the field. It is my hope that this research is the first step towards a broad understanding of the concept and that the Use of Self will be embraced by others.

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## Appendix A

### “Use of Self in Policing” Study Participant Confidentiality Agreement

1. This agreement is a contract for confidentiality among the participants of this workshop, the “Use of Self in Policing”.
2. Every member of the workshop acknowledges the need to keep personal information shared in the workshop private.
3. Any information shared by a participant with the group about him- or herself should be considered personal and private information.
4. In order to participate in this workshop, each member must agree to protect this private information. Information gathered about other members of the workshop cannot be shared with anyone else.

Confidentiality may be breached by the participants under the following situations:

- If it is disclosed that a minor, which is defined as a child who is 16 years of age or younger, has been or is at risk of being physically, sexually, or emotionally injured by another individual;
- If it is disclosed that one of the group members intends to physically, sexually, or emotionally injure another individual; or
- If it is disclosed that a group member intends to inflict personal injury on himself or herself.

I have read and fully understand the information provided above. I understand that if I breach this agreement I may be asked to leave the workshop. Signing below indicates that you agree with the above procedures.

---

Participant Name (Printed)

---

Participant Signature

Date

---

Researcher Signature

Date

**Appendix B – Workshop Outline****Session #1****USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Welcome and Logistics****Introductions and Check In**

- State your name
- How would you describe the work you do to someone that is unfamiliar with your job?
- Why did you accept the invitation to participate in this workshop?
- What do you know about yourself that you need to consciously “manage”?

**Overview of the Workshop Series****Objectives for Today**

- 1) Objective: Build Trust – The participants will actively create and promote trust among the workshop participants.
- 2) Objective: Risk/Courage – The participants will partake in experiential learning exercises to recognize the role of risk and courage in the development of the use of self.
- 3) Objective: Humility/Vulnerability – Through participation in experiential learning exercises, the participants will demonstrate how vulnerability allows for the development of the use of self.

**Lunch Order****Generating Group Norms and Expectations**

- Understand that openness is the sharing of thoughts at the time, not personal secrets or confessions that would be considered protected in a formal therapeutic relationship.
- Defining acceptable behaviors, how to preserve confidentiality, expectations, ways to encourage participation, and methods to resolve conflict.

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****What Went Wrong?**

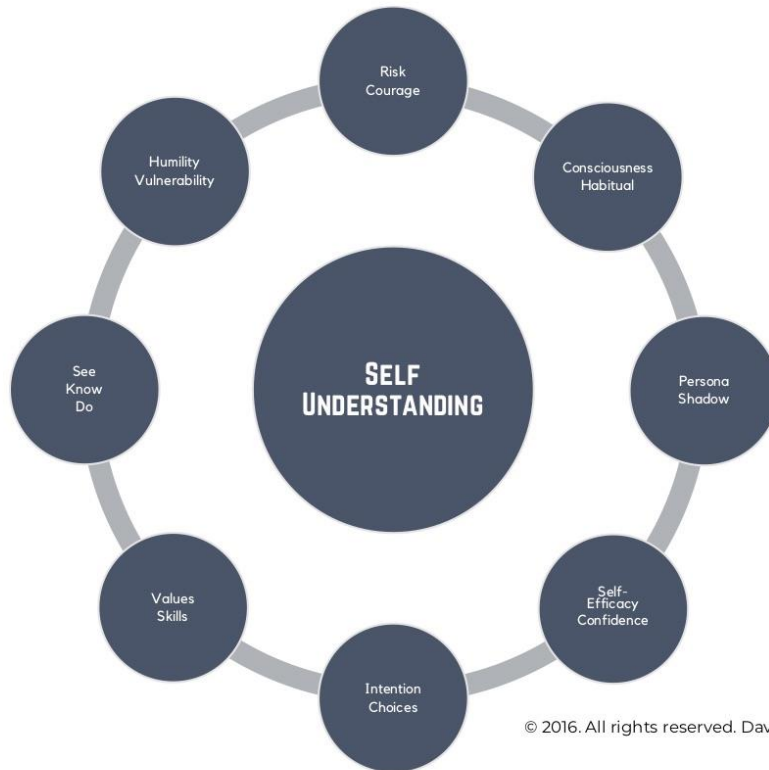
Consider an interaction that you had with someone at work or at home that didn't go well within the last 30 days if possible. Discuss that situation with your group using the following questions.

1. How did the situation begin? How did it progress? How did it end?
2. What are some things that led up to this situation?
3. What was your part in the situation? What roles did other people play?
4. How has this even affected you?
5. How has it affected your relationship with this individual?
6. What other events in your life would you associate with this one?
7. What is the meaning of this event?
8. How have you changed your thinking after this event?
9. What is the "so what" of this event?
10. What would you do differently if the same event happened again?

Debrief the Exercise

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Defining the Use of Self in Policing****The Use of Self**

- “The Use of Self is the core element in how effective we are in successfully executing our intended roles. It is built on our awareness of who we are; clarity of our intentions; consciousness to the situation, our choices and managing ourselves purposefully in acting.”
- “The Use of Self is the conscious use of one’s whole being in the intentional execution of one’s role for effectiveness in a present situation. Revolves around what one knows about who they are (as a whole self) and how one uses it in managing their behavior (role execution). It is not only self-awareness but also incorporates the ability of the [individual] to take notice of what is happening at the moment and take action to most effectively engage with the situation,” (Jamieson, Auron, and Shechtman, 2010).



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**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

## Use of Self and Command Presence

1. What words come to mind when I say “command presence”?
2. What characteristics or behaviors define command presence?
3. What do we know about command presence?
4. Describe a situation where you demonstrated or witnessed command presence?
5. Why is it necessary for a police officer to develop command presence?
6. What is the risk if an officer does not exhibit command presence?

## Use of Self and De-escalation

- View: <https://www.youtube.com/watch?v=wOX2zb7NYj0>
- View: <https://www.youtube.com/watch?v=xVCxZsuOs-c>

## Use of Self and Procedural Justice

- View: <https://www.youtube.com/watch?v=76fkEan5Nj4>
- View: <https://www.youtube.com/watch?v=5JUnGiVUxII>

## Use of Self and Reflective Practice

- Review articles from Police Chief magazine.

Things that stand out for you...

Top 8 things that you agree are  
important to mention...


**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Life Story Exercise**

Think about your life as it were a book. Divide that book into chapters that represent key phases in your life. Within those phases (chapters), think of 3-5 specific scenes in your story – high points, low points, turning points, early memories, important children events, or any other event you find self-defining. For each, list several bullet points that provide an account of what occurred. When you're finished, take a step back and look at your life story as a whole. Consider the questions below.

What major themes, thoughts or lessons do you see in your story?

Where are your key events described in more detail and complexity?

Identify any negative turns. What did you gain or learn from the experience? How has this contributed some value to your life?

Identify key decisions that, in retrospect, were fruitful? What made the choice effective? What positive results did it produce? How did you respond at the time?

Identify choices that didn't turn out well. What made this a poor choice? How did you respond at the time?

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

What does the story of your life say about the kind of person you are and might become – your values, passions, aspirations, fit, patterns, reactions and impact on others?

Debrief the Exercise

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****SelfStir 360 Assessment**

<https://www.selfstir.com>

By Friday, complete the self-assessment on SelfStir. The instructions for completion are below. Set aside approximately 20 minutes to complete this assessment.

1. Sign up as a user, not coach:  
<https://www.selfstir.com/member/user/user/register>
2. Once your account has been created, click on the "Start a New Survey" link from the dashboard.
3. *Choose Your Context:* Select work. Enter any description you choose.
4. *Select Competencies:* Within the "Core Competencies" column only, select all 8 categories (Accountability – Responsibility, Adaptability – Flexibility, Compassion – Empathy, Self-Awareness, Personal Integrity – Inspiring Trust, Openness, Positive Attitude, and Humility). Do not select any other categories.
5. Respond to the survey questions as honestly as possible. Utilize the comment boxes if you feel that additional information would be helpful.
6. After you have completed the survey, distribute the link to 3-5 others that will give you honest feedback. You should select people that interact with you on a regular basis, not necessarily your closest friend, but someone that will give you honest feedback. Include at least 1 person that does not have a personal working relationship with you (spouse, partner, sibling, etc). The feedback from the other participants must be completed prior to our next session on June 27<sup>th</sup>.
7. Finally, from your dashboard, click on "My Connections". Enter my email ([ndbauer@stthomas.edu](mailto:ndbauer@stthomas.edu)). Select the "My Results" checkbox.

**Journal Entries**

For the duration of the workshops, we'll be using the Penzu app to document your progress. An app is available so you can do this on your mobile device or you can use a web browser. Create an account and name the journal with your first and last name. Click on the settings wheel and set a daily reminder at the time that works best for you at the end of your day. With your approval, I'll send a daily reminder via text at a time that works best for you with the 3 questions.

On a daily basis, take a few minutes at the end of your day to consider the following questions and document your thoughts on a journal entry.

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

- What do I remember from this day (events, conversations, incidents)?
- What insights from today do I need to remember?
- In what kind of future situations can I use this knowledge?

At the end of the workshops, you'll be sharing the journal entries with Neil by email.

**Check Out**

What is one thing that you can take away from our time together today and use in your work immediately?

**Evaluation for Today**

[https://stthomas.az1.qualtrics.com/jfe/form/SV\\_393AtXgBpjADi4J](https://stthomas.az1.qualtrics.com/jfe/form/SV_393AtXgBpjADi4J)

**Session #2****USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Overall Objectives**

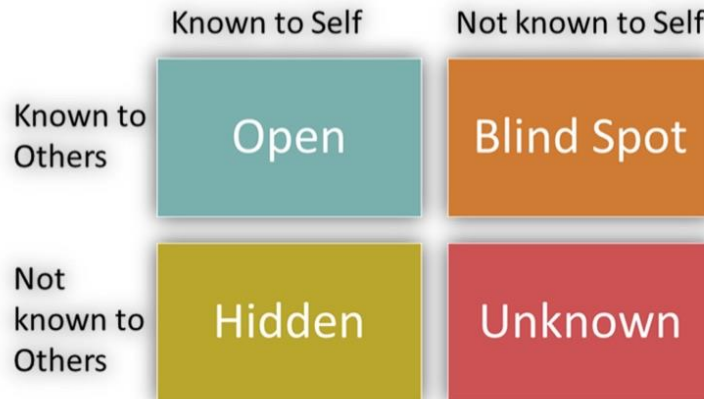
- 1) Objective: Self-Awareness – By examining the results of a 360-degree evaluation, the participants will begin to understand how self-awareness impacts the development of the use of self.
- 2) Objective: Values – The participants will examine the values that are important to them to understand how their values impact their development of the use of self.
- 3) Objective: Intention/Choices – The participants will utilize the USCR to understand how intention and choice impact how they show up and respond to interactions with others.
- 4) Objective: Use of Self Cycle for Reflection (USCR) – The participants will begin to utilize the USCR to develop their use of self.

**Welcome****Check In****"Invictus" Activity**

- 1) View/listen to "Invictus" poem reading: <https://youtu.be/waZdJfjImVg>
- 2) Individually, read the poem.
- 3) Focused conversation about "Invictus" poem

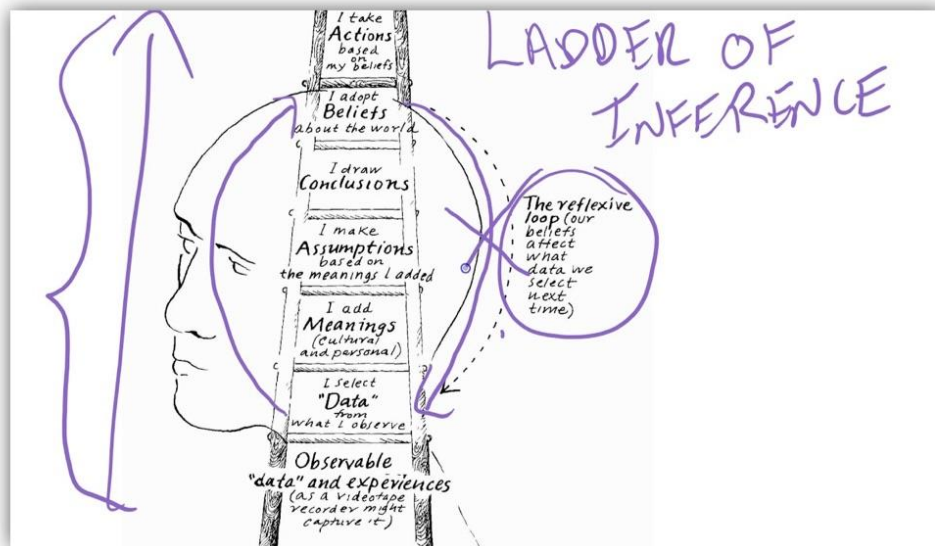
## USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE

## Johari Window



The Johari Window (Luft, 1969)

## Ladder of Inference



<https://www.youtube.com/watch?v=GPo3TFpID9M>

<https://www.youtube.com/watch?v=KJLqOclPqis>

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Self-Stir 360 Follow Up**

Pair up with another participant and respond to the following questions.

1. What feedback did you receive from those that responded?
2. What is the dominant image you have of yourself? What other images do you have of yourself from time to time?
3. Where did you find inspiration in the responses?
4. What responses demotivated you or made you anxious?
5. Do any of the responses contradict your personal images?
6. What are the strengths of your style?
7. What are the weaknesses of your style?
8. Who do you need to meet with discuss the feedback that you received and why?
9. What do you want to know from this trusted individual?

Before our next workshop session, follow up with the individual(s) that you believe will provide clarification to the responses.



**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Values in Policing**

1. Values help find your purpose.
2. Values help you react in different situations.
3. Values help you make decisions.
4. Values help clear out clutter.
5. Values help you choose a career path.
6. Values help you develop a sense of self.
7. Values help increase your confidence.
8. Values help your overall happiness level.

**Value Card Sort Exercise**

Sort the value cards into piles of importance. Then identify what values are most important to you. In pairs, discuss these four questions about your top 3 values that you selected.

**One-on-One Discussion**

1. What does [value] mean to you?
2. Why did you choose this as an important value for you?
3. How have you shown this core value in your daily life?
4. In what ways could you be more true to this value?

**Debrief exercise**

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

USCR Scenario

Use of Self Cycle for Reflection (USCR)



**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

- 1) In a large group, utilize the USCR to examine three scenarios: an interaction with a coworker/supervisor; a contact with a community member; and a use of force scenario. The scenarios will be provided by the facilitator.
- 2) Explain that in the final two sessions, the participants will begin using the USCR to examine situations that they have at work or in their personal life.
  - Situation #1: (Coworker/Supervisor) Jerry's Breakfast Went Sideways
  - Situation #2: (Community Member Interaction) Boulder Police Incident
  - Situation #3: (Use of Force Situation) This isn't How I Pictured "Valhalla"

**Journaling**

Continue Journal entries

**Johari Window Exercise**

- 1) Complete the online exercise
  - a) <https://kevan.org/johari>
  - b) <https://kevan.org/nohari>
- 2) Send the links to as many people as possible that you trust to give honest feedback.
- 3) Retain the URL that is provided to you!

**Check Out**

In one word, describe how you are feeling now, at the end of this session.

**Evaluation for Today**

Password: Reflection

**Session #3****USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Overall Objectives**

- 1) Objective: Persona/Shadow/Blind Spots – The participants will recognize how triggers influence behaviors and the development of the use of self.
- 2) Objective: Use of Self Cycle for Reflection (USCR) – The participants will use real life situations to apply the USCR to develop their use of self.

**Welcome****Check In**

1. What image represents your mood today?
2. What is a recent success you've experienced related to developing your Use of Self?
3. What motivates you to want to continue to develop your Use of Self?

**Connect to Each Other**

Video – Good Will Hunting “I Will End You” <https://youtu.be/w0FEFWNRJRO>

1. What one thing did you notice about this video clip?
2. What parts clip of this remind you of a situation you've experienced?
3. What is the importance of this clip for our work?
4. What is this clip really about?

**Johari Follow Up**

In the larger group, respond to the following questions:

1. As you look at your Johari Window results, what words stand out for you?
2. What aspect seems to be the most critical to investigate further?
3. What concerns you?
4. How was this personally beneficial to you?
5. What insights are emerging?
6. What are the first steps you need to take to better understand the results better?

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****Triggers Exercise – Pair and Share/Force Field Analysis**

Begin to examine the situations when we are and are not our best self.

General Categories of Triggers:

1. Emotional State (e.g., angry, depressed, happy, sad)
2. Physical State (e.g., relaxed, tense, tired, aroused)
3. Presence of Others (e.g., when the behavior occurs are certain people present?)
4. Availability
5. Physical Setting (e.g., work, party, ex-spouse's house)
6. Social Pressure (e.g., are you forced or coerced into doing things you don't want to?)
7. Activities (e.g., work, working at home, playing sports, watching TV, playing cards)
8. Thoughts

**Activity**

1. Using these categories, describe what circumstances in each category support you upholding the values that are important to you and the behaviors that maintain the image that you want to portray?
1. Using these categories, describe what circumstances in each category do not support you upholding the values that are important to you and the behaviors that work against the image that you want to portray?

**Force Field Analysis**

Share with the large group: Which supportive forces can you enhance/strengthen and which opposing forces can you weaken?

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

Trigger Categories	In Support		In Opposition	
	Circumstances	Behaviors	Circumstances	Behaviors
Emotional State				
Physical State				
Presence of Others				
Availability				
Physical Setting				
Social Pressure				
Activities				
Thoughts				

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****What Is Your Impact on Others?**

Exercise to generate ideas for the USCR segment. In small groups, each person should respond to the following questions on the notepad.

1. In your life and work, who are the people whom you have a vested interest (coworkers, spouse, kids, members of the community, etc.)?
2. For each of these people or groups, what is the impression that you would like to create?
3. Think about your behavior in the last week with each person or group. If you were a neutral party observing that behavior, would you see it as having the impact you're aiming for?
4. In the last week, what reactions have you observed from each person or group? Think back to your interactions and try to recall not just how they responded to you verbally, but also their facial expressions, body language, and tone. Do these match up with your intentions?
5. If you see an opportunity to change your approach in ways that would help you to achieve the impact you desire, what could you experiment with starting tomorrow, and how will you assess your impact?

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE****USCR Scenarios**

Participants will present a situation from the last week (or longer) that they believe could have gone better.

Apply the USCR to the situation with input from the group at each stage. The observers will ask questions throughout the cycle for clarification.

The observers will be asked to provide suggestions especially at the “What would it look like if I did...” phase of the USCR.

Consider, “If you see an opportunity to change your approach in ways that would help you to achieve the impact you desire, what could you experiment with starting tomorrow, and how will you assess your impact?”

**Next Steps**

1. Continue journal entries
2. Set up a meeting with a trusted person if you have not done so already. The goal is to talk through what you've learned about yourself from the various exercises and to ask them how they see these things showing up.

**Attend to the End**

1. Complete the evaluation for today.
2. Discuss the session for 07/19/2019 and follow up interviews.

**Check Out**

1. Where are you most proud of your progress in the development of your Use of Self?



**Session #4****USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

## Session #4

**Overall Objectives**

- 1) Objective: Consciousness/Habitual
- 2) Objective: Use of Self Cycle for Reflection (USCR)

**Welcome****Check In**

"Inner peace begins the moment you choose not to allow another person or event to control your emotions." Pema Chedron

"It's never too late to start over. If you weren't happy with yesterday, try something different today. Don't be stuck, do better." Alexandra Elle

"Consider how hard it is to change yourself and you'll understand what little chance you have in trying to change others." Jacob M. Braude

"You can't keep doing shitty things and then feel back about yourself like that makes it okay. You need to be better." BoJack Horseman

"Growth is painful. Change is painful. But nothing is as painful as staying stuck somewhere you don't belong." Mandy Hale

"When you can't control what's happening, challenge yourself to control the way you respond to what's happening. That's where the power is." Unknown

"Every time you take a deep breath and maintain your temper, your power is increased." Nick Offerman

"Self-control is strength. Calmness is mastery. You have to get to a point where your mood doesn't shift based on the insignificant actions of someone else. Don't allow others to control the direction of your life. Don't allow your emotions to overpower your intelligence." Unknown

Take a few minutes to read the quotes listed above. Which of these quotes makes sense for you to remember as were transitioning your development of the Use of Self beyond this workshop?

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

**"You are the Instrument" – Dave Jamieson**

[http://www.humandimension.org/downloads/you\\_are\\_instrument.pdf](http://www.humandimension.org/downloads/you_are_instrument.pdf)

**Focused Discussion**

- 1) What words or phrases caught your attention?
- 2) What did you identify most with the reading?
- 3) What experiences in policing do you associate with something in this reading?
- 4) What is the significance of this reading if we apply it to the Use of Self in Policing?

**Debrief on Feedback from Trusted Friend/Family**

Speak to the feedback that you received from meeting with a trusted colleague or friend to discuss your Johari/SelfStir/etc.

**USCR Scenario**

- 1) Participants will present a situation from the last week (or longer) that they believe could have gone better.
- 2) Apply the USCR to the situation with input from the group at each stage. The observers will ask questions throughout the cycle for clarification. The observers will be asked to provide suggestions especially at the "What would it look like if I did..." phase of the USCR.

**Next Steps**

- 1) Establish Interview Schedule
  - a) Available Dates/Times
    - i) Thursday (today), 07/18/2019, until 1500 hours
    - ii) Monday, 07/22/2019, morning until 1200 hours
    - iii) Thursday, 07/25/2019, 0900-1600 hours
- 2) Complete a final journal entry (Critical entry – Please complete)
  - a) What were you most proud of throughout this workshop experience?
  - b) Where did you encounter the greatest struggle and what did you do to deal with it?
  - c) What about your thinking, learning, or work throughout this experience brought you the most satisfaction?
  - d) How did you contribute to helping others in this workshop?
  - e) What are your next steps? Which of those steps will come easiest?

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

- f) Where do you anticipate the road will be rocky? What can you do now to move ahead with the most success?
- g) What is the “so what” of this workshop for my life?

Please submit complete journal to facilitator via email by 07/21/2019  
[ndbauer@stthomas.edu](mailto:ndbauer@stthomas.edu)

**Final Evaluation****Final Check Out**

- 1) What is one insight that you had from something someone did or said in our workshop sessions?
- 2) What commitment will you make to yourself to continue to develop your Use of Self?

**USE OF SELF IN POLICING – WORKSHOP PARTICIPANT GUIDE**

“Inner peace begins the moment you choose not to allow another person or event to control your emotions.” Pema Chedron

“It’s never too late to start over. If you weren’t happy with yesterday, try something different today. Don’t be stuck, do better.” Alexandra Elle

“Consider how hard it is to change yourself and you’ll understand what little chance you have in trying to change others.” Jacob M. Braude

“You can’t keep doing shitty things and then feel back about yourself like that makes it okay. You need to be better.” BoJack Horseman

“Growth is painful. Change is painful. But nothing is as painful as staying stuck somewhere you don’t belong.” Mandy Hale

“When you can’t control what’s happening, challenge yourself to control the way you respond to what’s happening. That’s where the power is.” Unknown

“Every time you take a deep breath and maintain your temper, your power is increased.” Nick Offerman

“Self-control is strength. Calmness is mastery. You have to get to a point where your mood doesn’t shift based on the insignificant actions of someone else. Don’t allow others to control the direction of your life. Don’t allow your emotions to overpower your intelligence.” Unknown

**Appendix C - Participant Interview Protocol**

1. Age
1. Gender
2. Number of Years in Law Enforcement
3. Position Title
4. Briefly describe your role within your law enforcement agency.
5. Let's think about the workshops – what were some components of the workshop that you remember as most impactful? Least impactful?
6. What do you find that you most appreciate now after participating in this experience?
7. What new insights do you have about yourself as a result of your participation in this experience?
8. How has this experience been beneficial to you personally? To others?
9. How might you be different after you participated in this experience?
10. What about this experience surprised you the most?
11. What about this experience frustrated you the most?
12. How have your interactions with colleagues and coworkers changed as a result of your participation in this experience?
13. How have your interactions with members of the community changed as a result of your participation in this experience?
14. What shifts in your behaviors have you noticed? What are you doing differently as a result of this experience?
15. Where do you notice a change in your effectiveness as a [position within LE agency]?  
Can you provide an example?

16. Where have you noticed that you'd like to do more work on developing your Use of Self?
17. What things helped your participation in this experience?
18. What things hindered your participation in this experience?

**Appendix D - Non-Participant Survey Questions**

1. What is your relationship to the participant? (e.g. coworker, colleague, family member)
2. Did you know that this person was participating in a Use of Self Development workshop?
3. If they have discussed this experience with you, how did they describe the experience?
4. How would you describe the participant's experience based on your observations?
5. What shifts in behaviors have you noticed with this person? What are they doing differently as a result of this experience?
6. How have interactions with you changed as a result of their participation in this experience?
7. How have interactions with members of the community changed as a result of their participation in this experience?
8. Have you noticed a change in effectiveness in their professional life as a result of their participation in this experience? If yes, how so?

### Appendix E – Workshop Evaluations

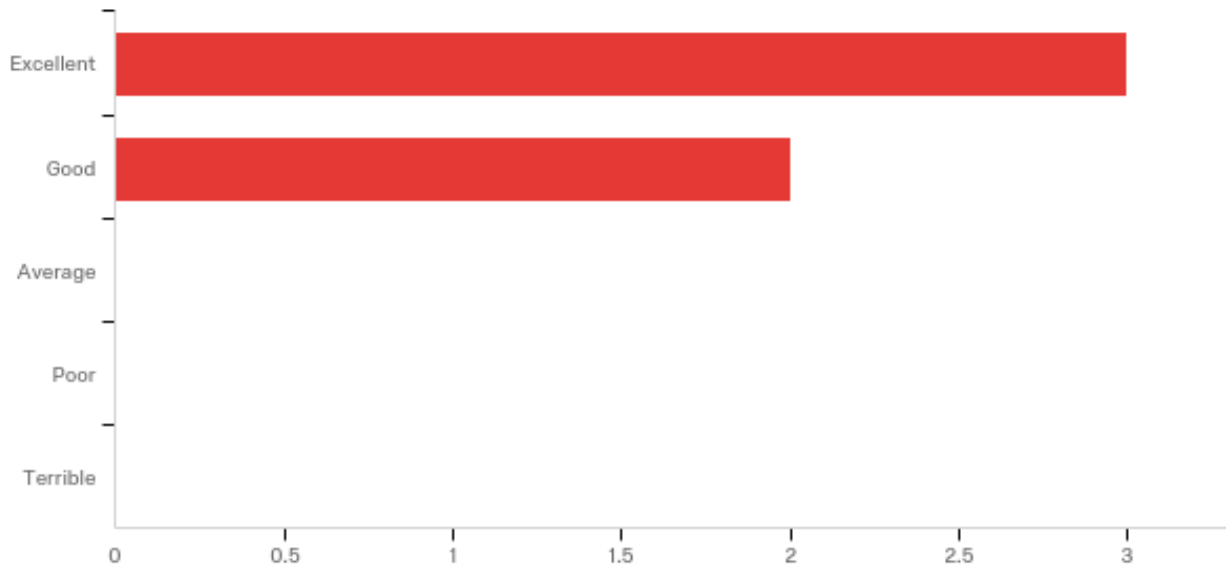
#### Session #1 Evaluation – June 20, 2019

20190620

*Use of Self in Policing: Workshop Session Evaluation*

July 25th 2019, 9:22 am MDT

#### Q2 - How would you rate today's workshop overall?

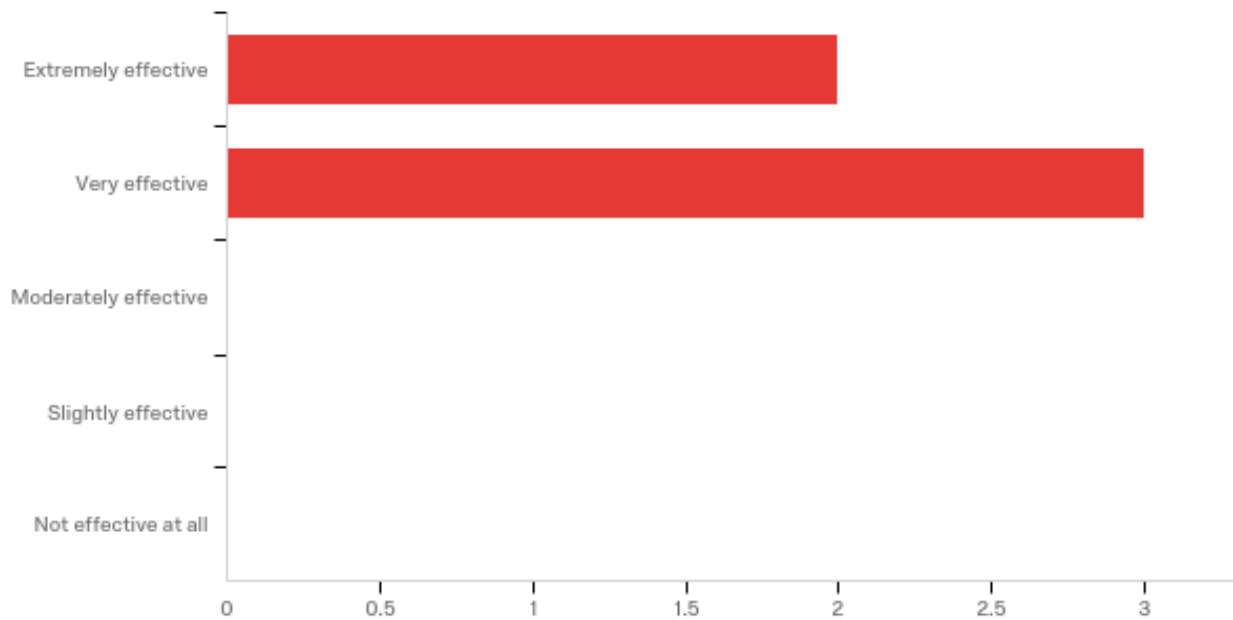


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate today's workshop overall?	1.00	2.00	1.40	0.49	0.24	5

#	Answer	%	Count
1	Excellent	60.00%	3
2	Good	40.00%	2
3	Average	0.00%	0
4	Poor	0.00%	0
5	Terrible	0.00%	0
	Total	100%	5



**Q3 - How effective was the "What Went Wrong" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "What Went Wrong" exercise for your understanding of the Use of Self in Policing?	1.00	2.00	1.60	0.49	0.24	5

#	Answer	%	Count
1	Extremely effective	40.00%	2
2	Very effective	60.00%	3
3	Moderately effective	0.00%	0
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	5

**Q4 - Comments about the "What Went Wrong" exercise:**

Comments about the "What Went Wrong" exercise:

---

It makes you think through situations that can be highly emotional at the time. It's easier to look back at it and evaluate it.

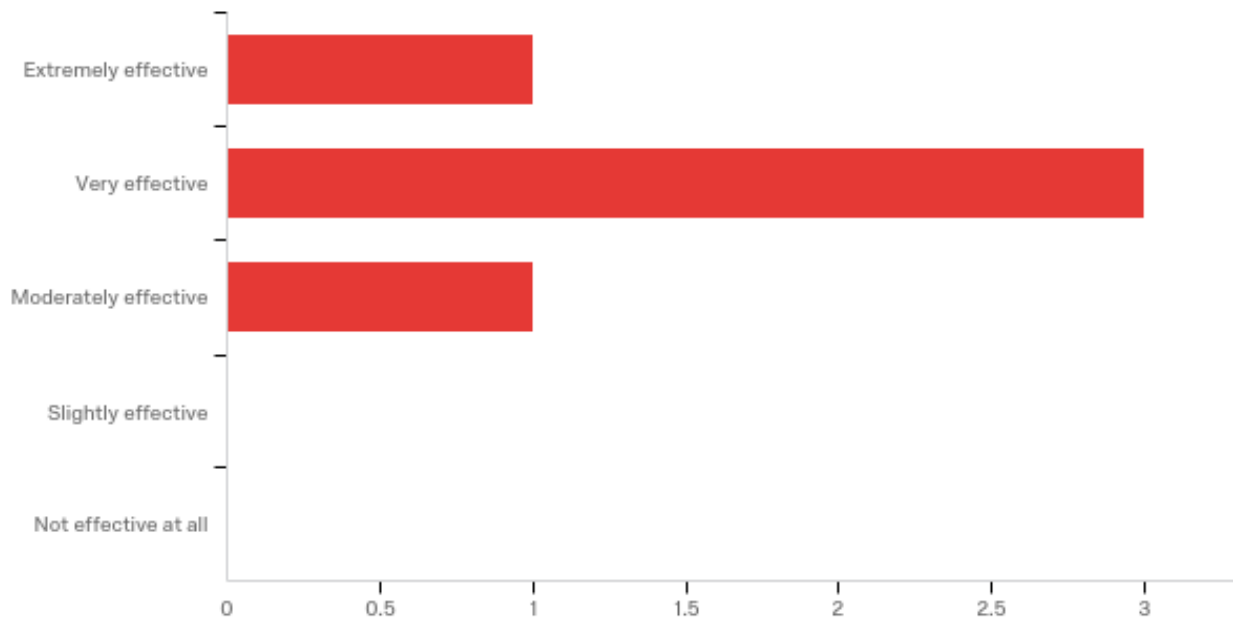
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I liked it because it gave my event a new and fresh perspective.

---

This was the most insightful part of the day for me and the one I kept coming back to as this provided a roadmap to use when this situation happens in future.

**Q4 - How effective was the "Defining the Use of Self" presentation for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Defining the Use of Self" presentation for your understanding of the Use of Self in Policing?	1.00	3.00	2.00	0.63	0.40	5

#	Answer	%	Count
1	Extremely effective	20.00%	1
2	Very effective	60.00%	3
3	Moderately effective	20.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	5

**Q5 - Comments about the "Defining the Use of Self" presentation:**

Comments about the "Defining the Use of Self" presentation:

---

Makes sense and good topic to cover.

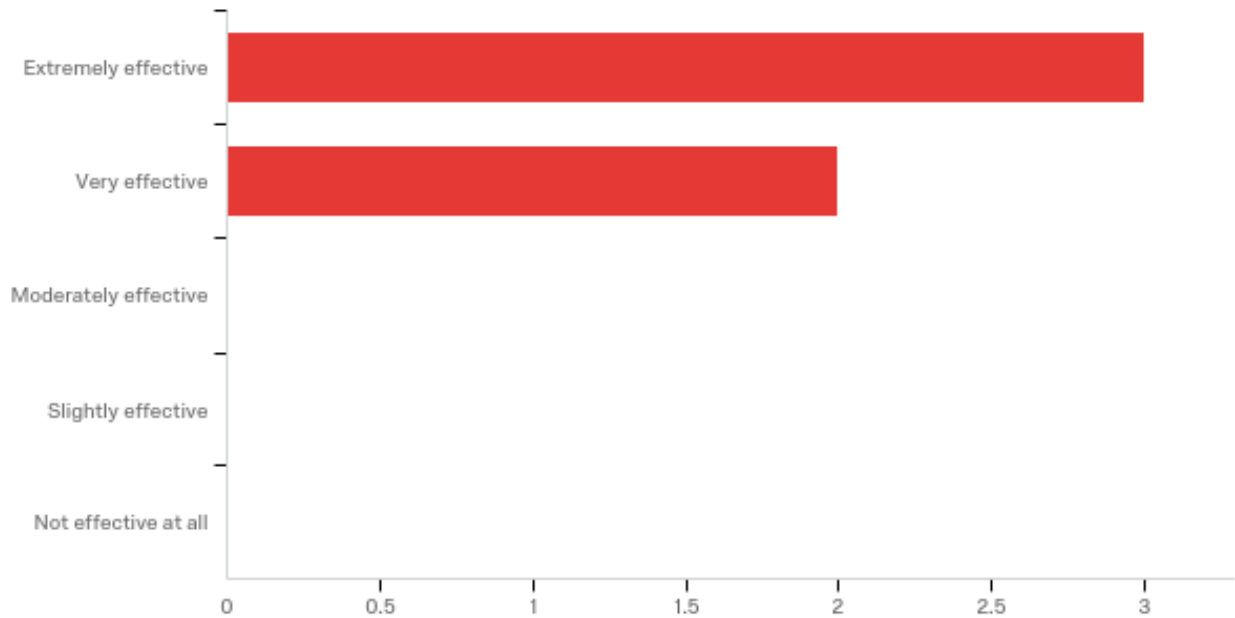
---

I thought we had an amazing dialogue and the videos were relevant.

---

Very interesting to think about all the aspects that contribute to our self understanding.

**Q6 - How effective was the "Life Story" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Life Story" exercise for your understanding of the Use of Self in Policing?	1.00	2.00	1.40	0.49	0.24	5

#	Answer	%	Count
1	Extremely effective	60.00%	3
2	Very effective	40.00%	2
3	Moderately effective	0.00%	0
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	5

**Q7 - Comments about the "Life Story" exercise:**

Comments about the "Life Story" exercise:

---

Its very interesting to see how your past helps form you.

---

I wish we had longer for this activity.

---

Difficult. Likely something I would need to do again.

---

It was something I have never done and really could have spent many hours working on.

**Q8 - What was the most valuable aspect of today's workshop?**

What was the most valuable aspect of today's workshop?

---

Time to think about and evaluate myself. We spend so much time dealing with and evaluating others that we forget about ourselves.

---

Life story

---

I LOVED the discussion on meditation and how this can assist us as officers in being a whole, well person.

---

The different points of view and sharing from other participants.

---

Life's story

**Q9 - What was the least valuable aspect of today's workshop?**

What was the least valuable aspect of today's workshop?

---

Trying to correlate the Use of Self to the topics it didn't fit and we all struggled with it.

---

I felt all activities had value. Very excited for the next class.

---

The procedural justice portion - interesting, but if I had to rate, this would be the least.

---

There was nothing that I felt was not valuable

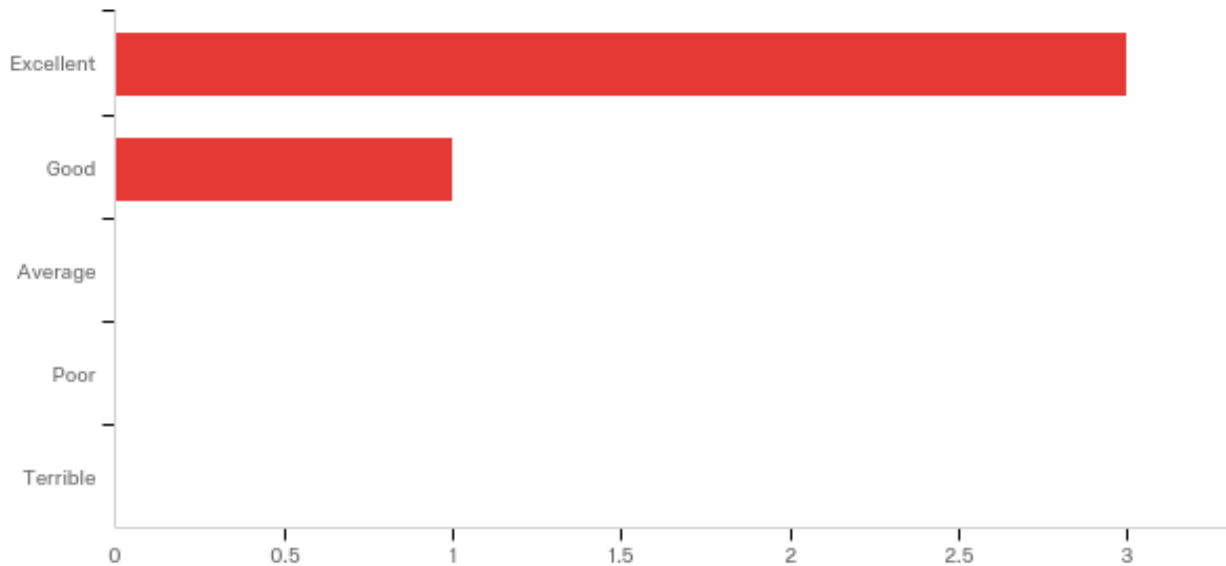
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Procedural justice



**Session #2 Evaluation – June 27, 2019****20100627***Use of Self in Policing: Workshop Session Evaluation 2*

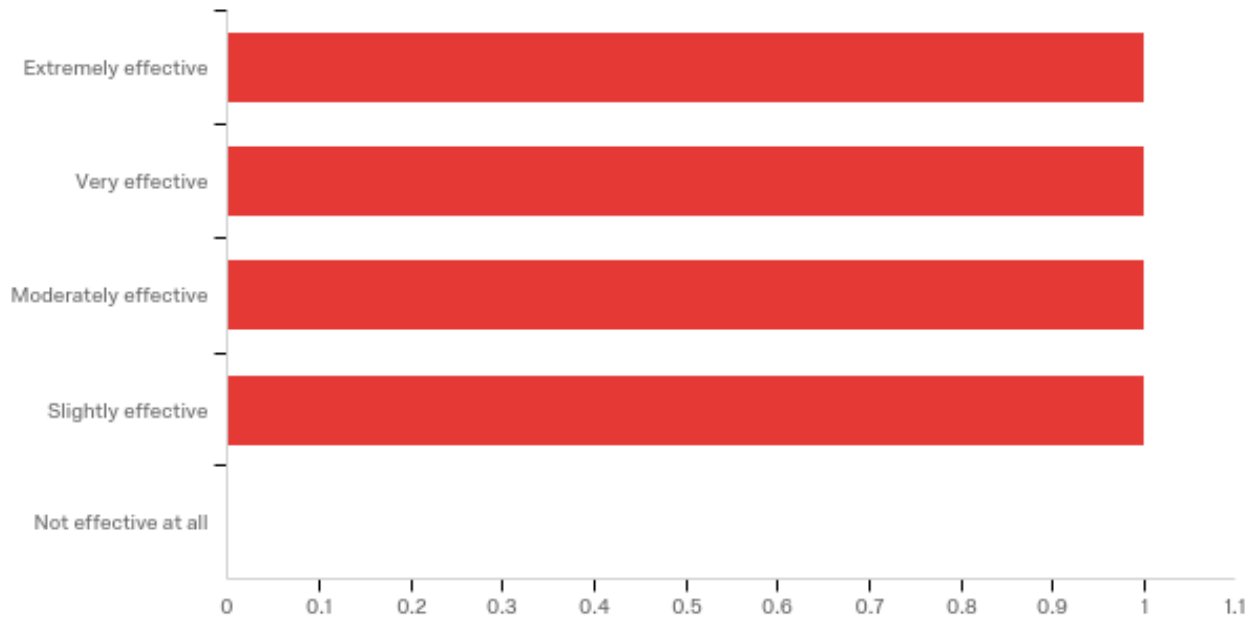
July 25th 2019, 9:03 am MDT

**Q2 - How would you rate today's workshop overall?**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate today's workshop overall?	1.00	2.00	1.25	0.43	0.19	4

#	Answer	%	Count
1	Excellent	75.00%	3
2	Good	25.00%	1
3	Average	0.00%	0
4	Poor	0.00%	0
5	Terrible	0.00%	0
	Total	100%	4

**Q3 - How effective was the "Invictus Poem" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Invictus Poem" exercise for your understanding of the Use of Self in Policing?	1.00	4.00	2.50	1.12	1.25	4

#	Answer	%	Count
1	Extremely effective	25.00%	1
2	Very effective	25.00%	1
3	Moderately effective	25.00%	1
4	Slightly effective	25.00%	1
5	Not effective at all	0.00%	0
	Total	100%	4

**Q4 - Comments about the "Invictus Poem" exercise:**

Comments about the "Invictus Poem" exercise:

---

I am not a real poem person.

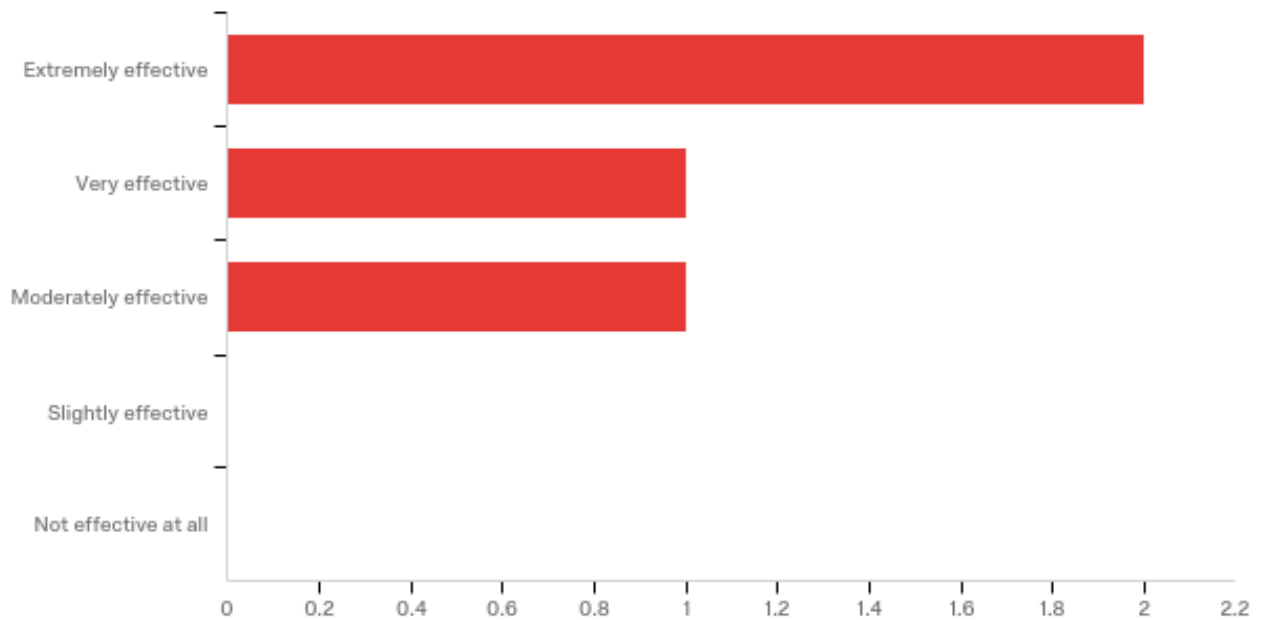
---

Very impactful.

---

I loved this. We are so surrounded by bad events and bad calls all shift, it is easy to get mired in “the dark” as the poem says but events do not control our internal feelings, we do.

**Q5 - How effective was the "Johari Window" presentation for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Johari Window" presentation for your understanding of the Use of Self in Policing?	1.00	3.00	1.75	0.83	0.69	4

#	Answer	%	Count
1	Extremely effective	50.00%	2
2	Very effective	25.00%	1
3	Moderately effective	25.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	4

**Q6 - Comments about the "Johari Window" presentation:**

Comments about the "Johari Window" presentation:

---

Difficult to follow some times.

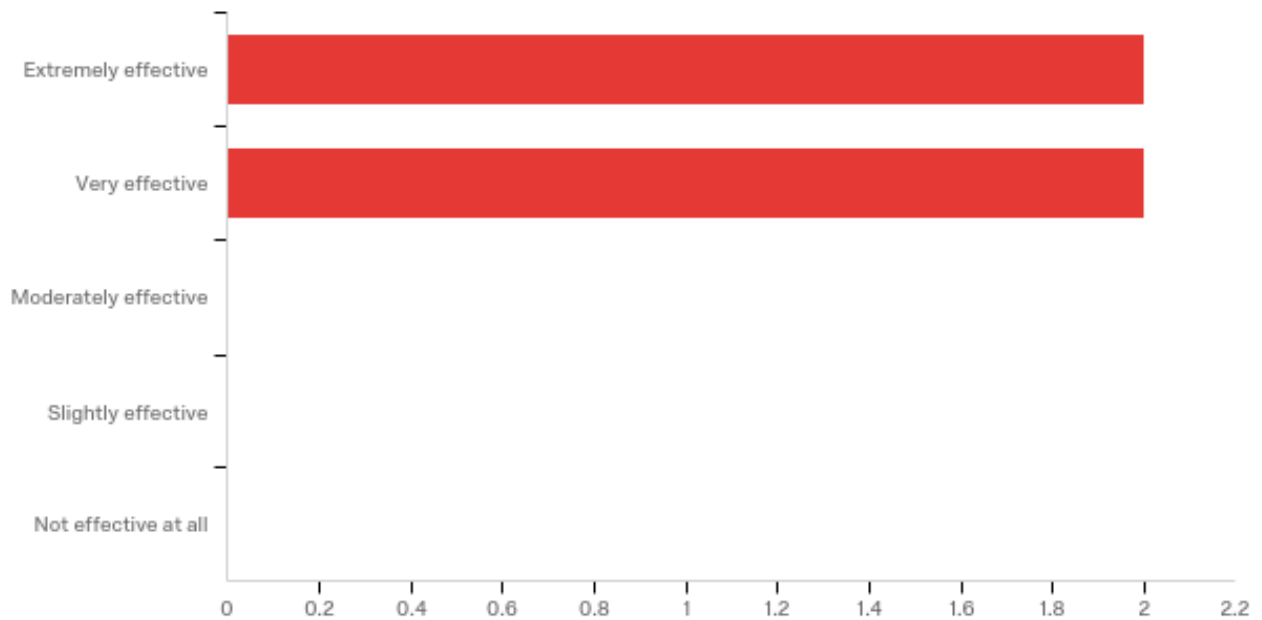
---

I feel this will be a useful tool for me.

---

I look forward to getting the results of other people's perspective on this to see what the blind spots are to use this to improve.

**Q7 - How effective was the "Ladder of Inference" presentation for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Ladder of Inference" presentation for your understanding of the Use of Self in Policing?	1.00	2.00	1.50	0.50	0.25	4

#	Answer	%	Count
1	Extremely effective	50.00%	2
2	Very effective	50.00%	2
3	Moderately effective	0.00%	0
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	4

**Q8 - Comments about the "Ladder of Inference" presentation:**

Comments about the "Ladder of Inference" presentation:

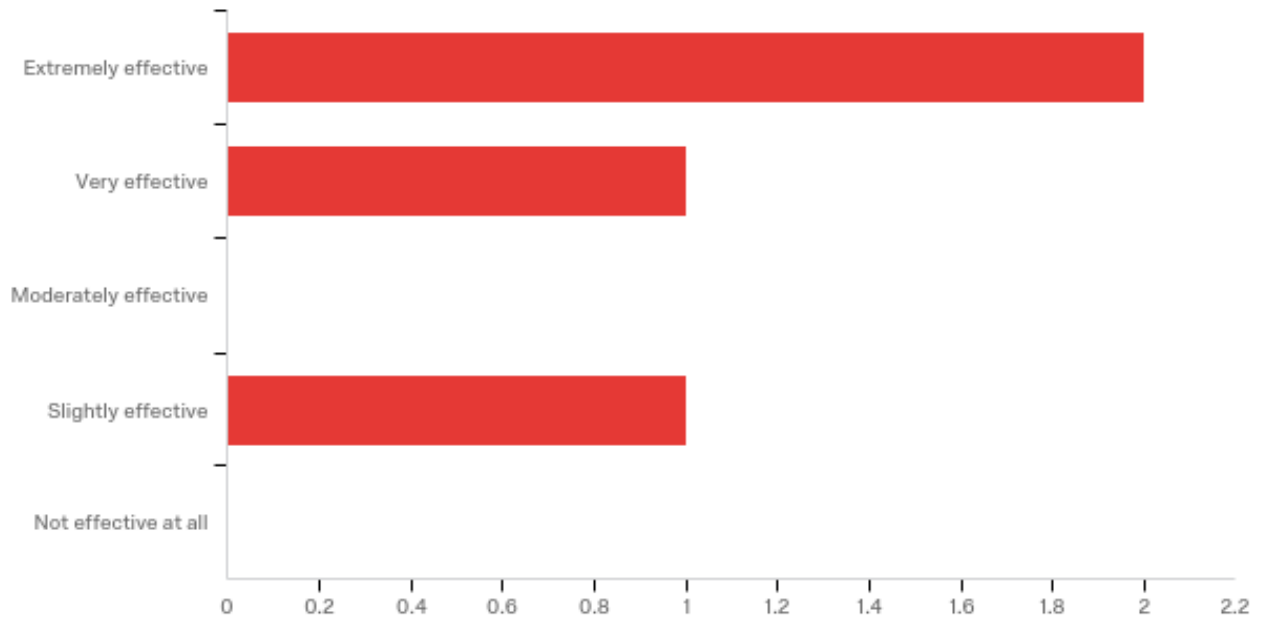
---

Very good example of the thought process

---

You can stop something any time; you can always change the way you're reacting in a situation.

**Q9 - How effective was the "SelfStir 360" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "SelfStir 360" exercise for your understanding of the Use of Self in Policing?	1.00	4.00	2.00	1.22	1.50	4

#	Answer	%	Count
1	Extremely effective	50.00%	2
2	Very effective	25.00%	1
3	Moderately effective	0.00%	0
4	Slightly effective	25.00%	1
5	Not effective at all	0.00%	0
	Total	100%	4



**Q10 - Comments about the "SelfStir 360" exercise:**

Comments about the "SelfStir 360" exercise:

---

Very insightful.

---

Haven't received it's results

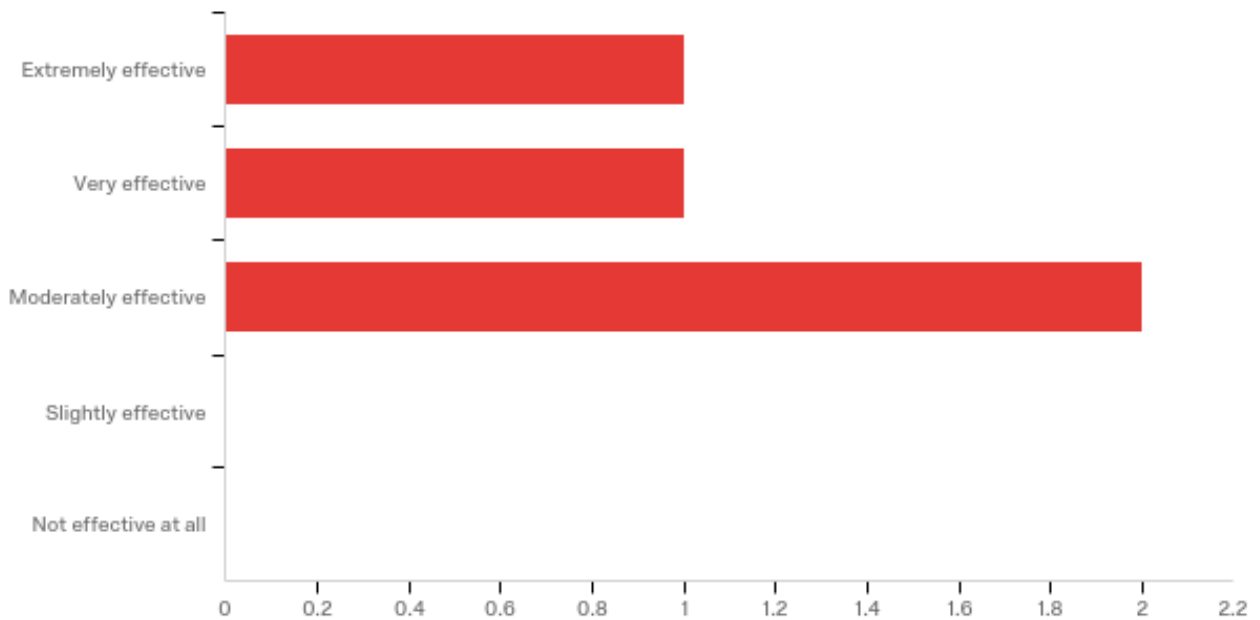
---

This was my favorite exercise.

---

My raters had a much more generous opinion of me in many categories than I did!

**Q11 - How effective was the "Value Card Sort" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Value Card Sort" exercise for your understanding of the Use of Self in Policing?	1.00	3.00	2.25	0.83	0.69	4

#	Answer	%	Count
1	Extremely effective	25.00%	1
2	Very effective	25.00%	1
3	Moderately effective	50.00%	2
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	4

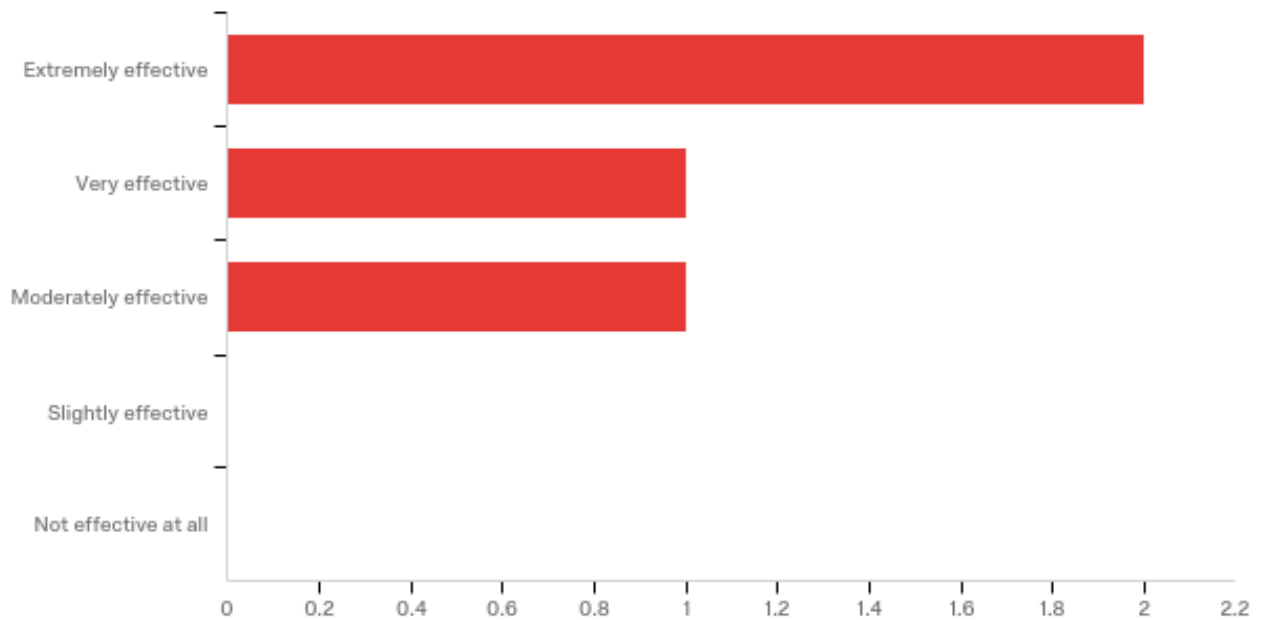
**Q12 - Comments about the "Value Card Sort" exercise:**

Comments about the "Value Card Sort" exercise:

---

Interesting to think of all of the different values one could hold, not just the ones that are VERY important or VERY unimportant, but even the ones in the middle, and why things fell in the categories they did and how that may have changed for us as time has gone by.

**Q13 - How effective was the "Use of Self Cycle for Reflection" exercises for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Use of Self Cycle for Reflection" exercises for your understanding of the Use of Self in Policing?	1.00	3.00	1.75	0.83	0.69	4

#	Answer	%	Count
1	Extremely effective	50.00%	2
2	Very effective	25.00%	1
3	Moderately effective	25.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	4

**Q14 - Comments about the "Use of Self Cycle for Reflection" exercises:**

Comments about the "Use of Self Cycle for Reflection" exercises:

---

It really works!

---

just another tool

---

This should become second nature to me. The more it does, the better I'll react and handle emotionally charged situations.

**Q15 - What was the most valuable aspect of today's workshop?**

What was the most valuable aspect of today's workshop?

---

Digging deeper into myself and how I think.

---

Reflection on past and present situations.

---

Selfstir360

---

The Ladder

**Q16 - What was the least valuable aspect of today's workshop?**

What was the least valuable aspect of today's workshop?

---

Again, very valuable information!

---

Possibly the value card exercise.

---

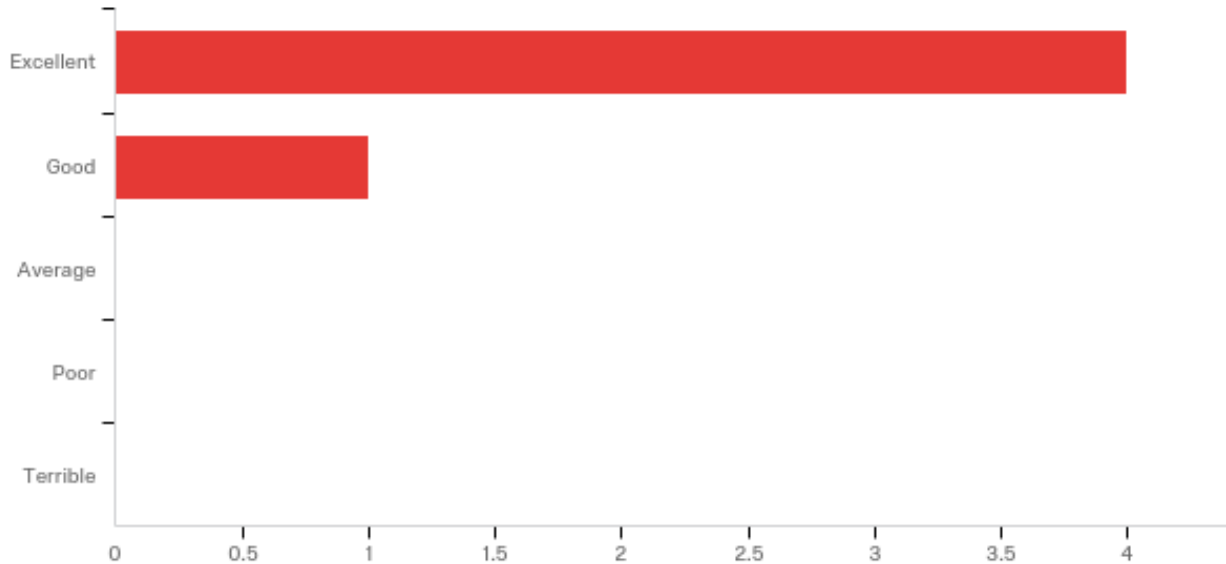
I felt all activities were good

---

I didn't find that anything lacked value.

**Session #3 Evaluation – July 11, 2019****201907011***Use of Self in Policing: Workshop Session Evaluation 3*

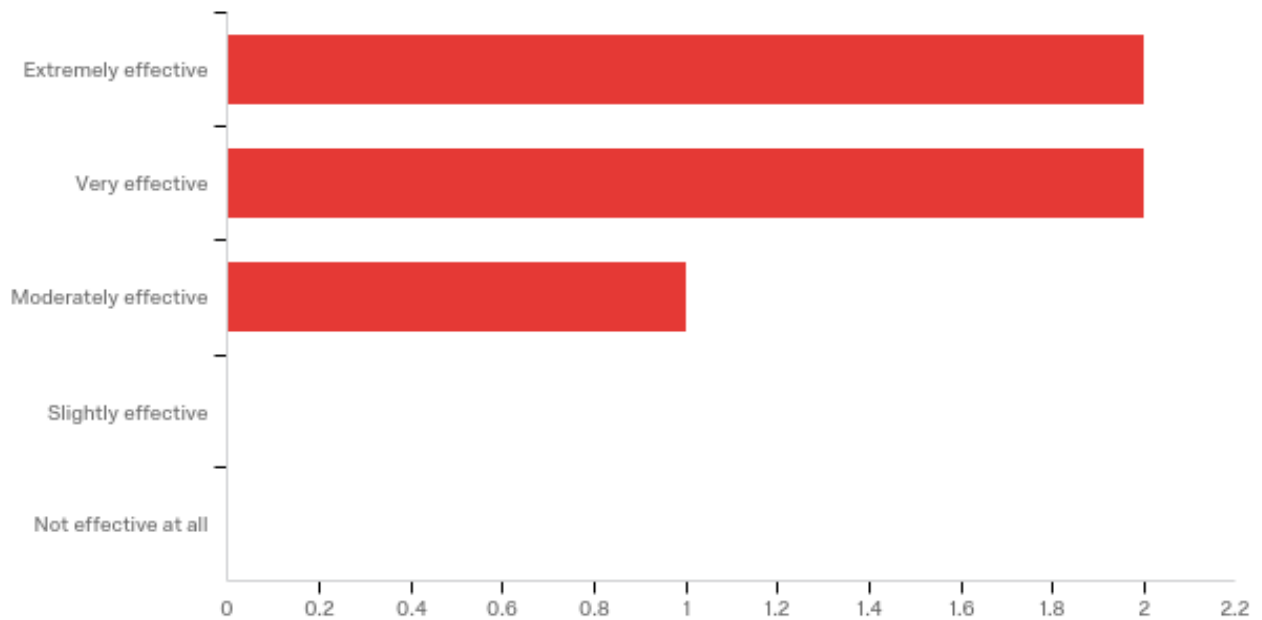
July 25th 2019, 9:07 am MDT

**Q2 - How would you rate today's workshop overall?**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate today's workshop overall?	1.00	2.00	1.20	0.40	0.16	5

#	Answer	%	Count
1	Excellent	80.00%	4
2	Good	20.00%	1
3	Average	0.00%	0
4	Poor	0.00%	0
5	Terrible	0.00%	0
	Total	100%	5

**Q3 - How effective was the "I Will End You" video discussion for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "I Will End You" video discussion for your understanding of the Use of Self in Policing?	1.00	3.00	1.80	0.75	0.56	5

#	Answer	%	Count
1	Extremely effective	40.00%	2
2	Very effective	40.00%	2
3	Moderately effective	20.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	5

**Q4 - Comments about the "I Will End You" discussion:**

Comments about the "I Will End You" discussion:

---

I thought this exercise was a good way to talk about triggers.

---

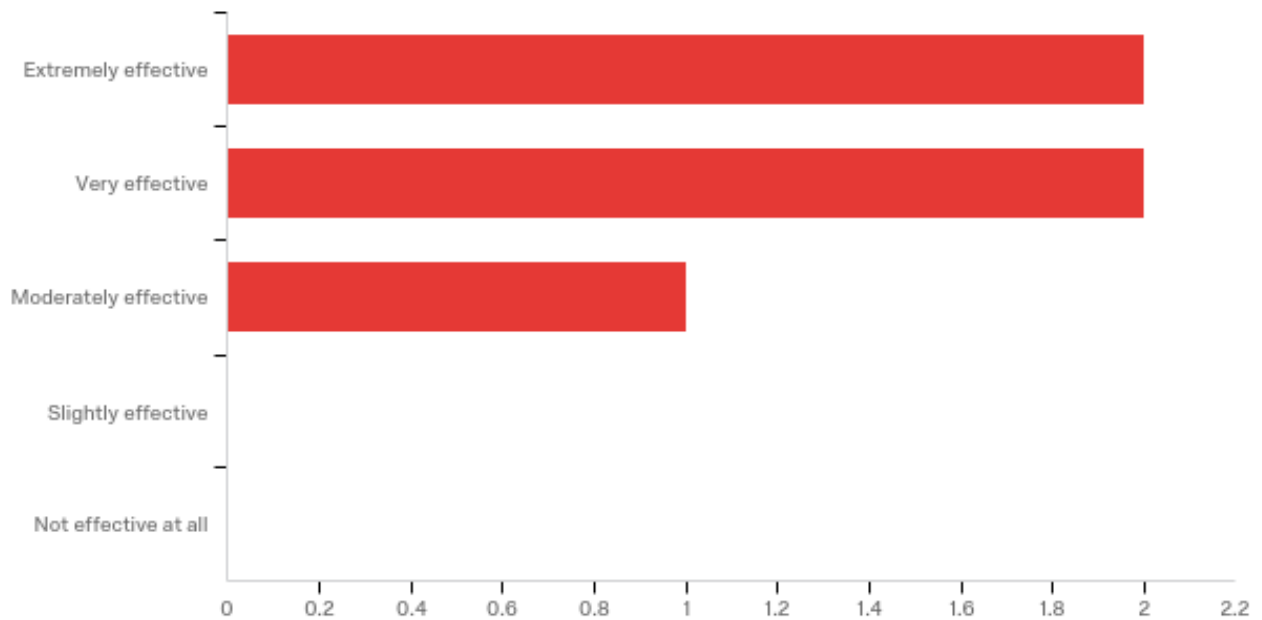
Good; insightful (unlike my comments here regarding the discussion).

---

Glad we watched it twice



**Q5 - How effective was the "Johari Window" follow up exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Johari Window" follow up exercise for your understanding of the Use of Self in Policing?	1.00	3.00	1.80	0.75	0.56	5

#	Answer	%	Count
1	Extremely effective	40.00%	2
2	Very effective	40.00%	2
3	Moderately effective	20.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	5

**Q6 - Comments about the "Johari Window" follow up exercise:**

Comments about the "Johari Window" follow up exercise:

---

This test provided some insightful things about me that are in my blind spot. It also affirmed some that I already knew existed.

---

Its interesting to see what others think.

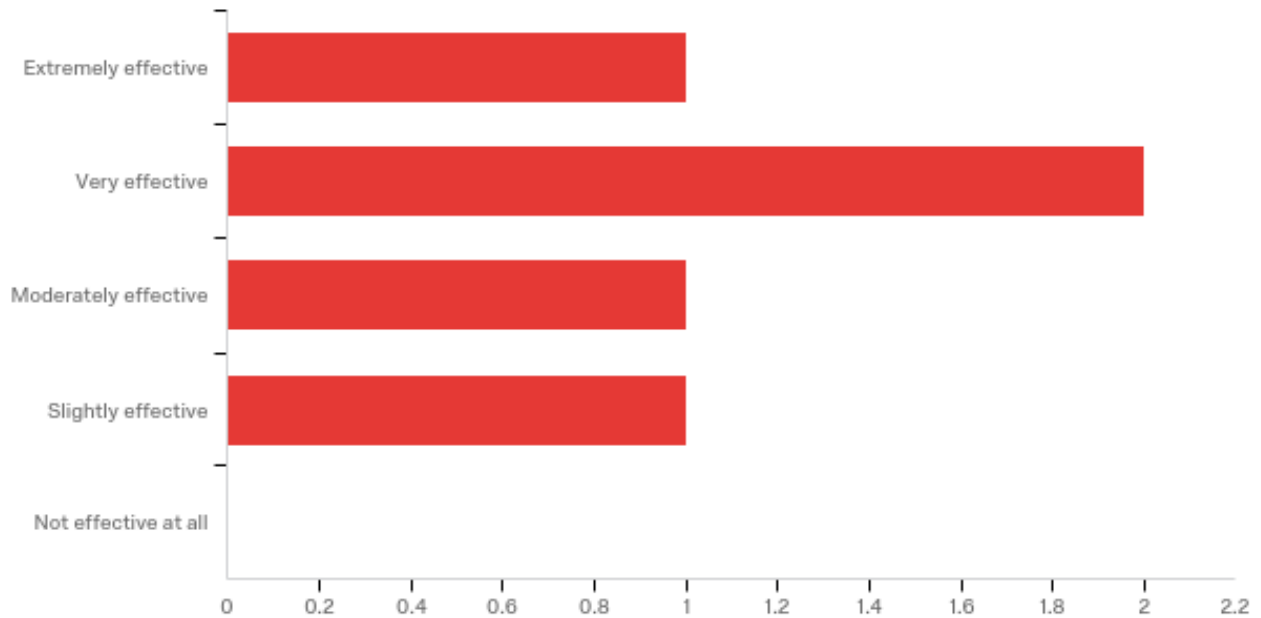
---

Good way to see a more open view of self

---

Outstanding. The discussion on this topic, and subsequent ones, helped me think about how I can talk about the results w/ those close to me, as well as colleagues in a constructive way, which will provide important feedback for me.

**Q7 - How effective was the "Triggers" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Triggers" exercise for your understanding of the Use of Self in Policing?	1.00	4.00	2.40	1.02	1.04	5

#	Answer	%	Count
1	Extremely effective	20.00%	1
2	Very effective	40.00%	2
3	Moderately effective	20.00%	1
4	Slightly effective	20.00%	1
5	Not effective at all	0.00%	0
	Total	100%	5

**Q8 - Comments about the "Triggers" exercise:**

Comments about the "Triggers" exercise:

---

Didn't really make a connection with this exercise.

---

I learned more about myself than i realized.

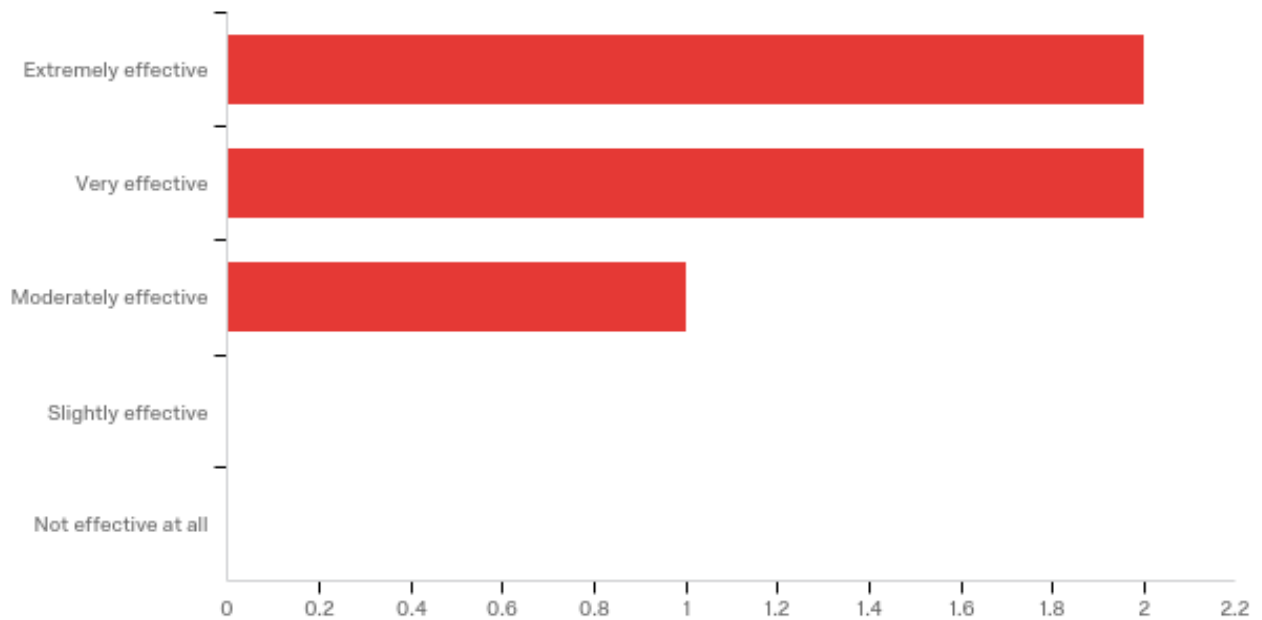
---

Always useful to examine one's triggers, and doing it with input and in a setting like this is helpful to work toward solutions, rather than just sitting alone dwelling on negative thoughts which does not tend toward finding solutions, but tends to just make one more angry/depressed.

---

Maybe more time in triggers

**Q9 - How effective was the "What Is Your Impact on Others" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the “What Is Your Impact on Others” exercise for your understanding of the Use of Self in Policing?	1.00	3.00	1.80	0.75	0.56	5

#	Answer	%	Count
1	Extremely effective	40.00%	2
2	Very effective	40.00%	2
3	Moderately effective	20.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	5

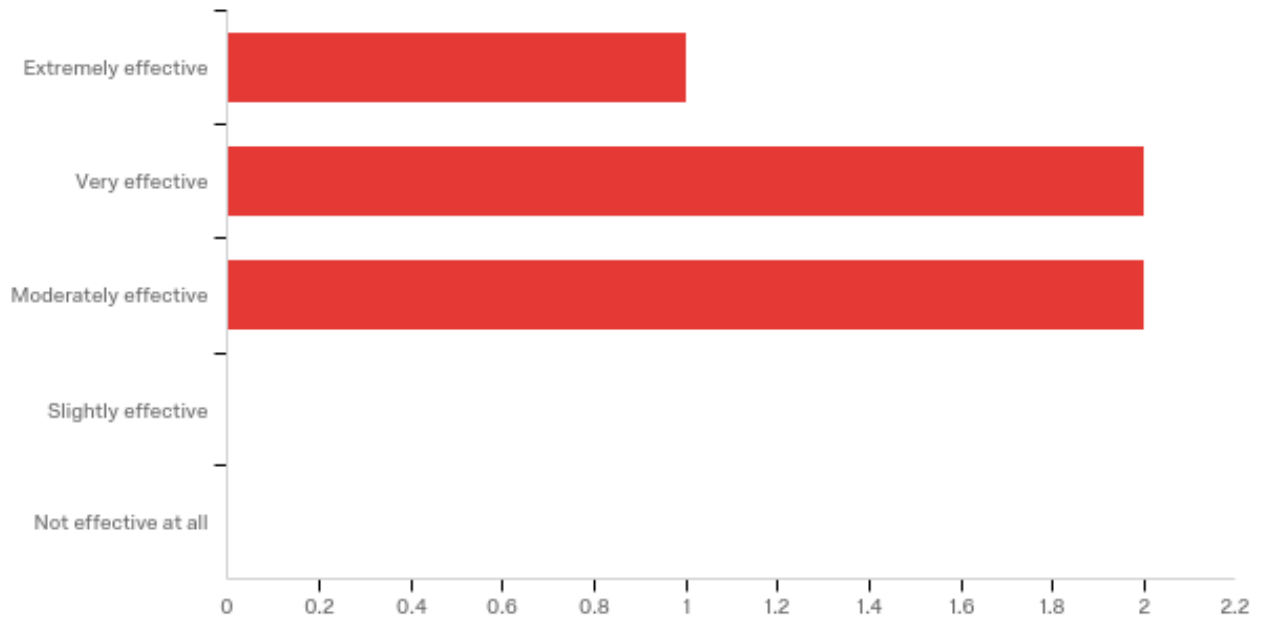
**Q10 - Comments about the "What Is Your Impact on Others" exercise:**

Comments about the "What Is Your Impact on Others" exercise:

---

Best of all, I thought. I kept coming back to this one after class. This was so helpful when I was tempted to revert to old habits of reacting poorly when triggered. Remembering how I wanted someone to see me, and thinking "Is this behavior reflective of that trait?" was the most helpful thing to date in stopping those less than helpful behaviors of old dead in their tracks. (work in progress, of course, but having another tool is extremely helpful).

**Q11 - How effective was the "Use of Self Cycle for Reflection" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Use of Self Cycle for Reflection" exercise for your understanding of the Use of Self in Policing?	1.00	3.00	2.20	0.75	0.56	5

#	Answer	%	Count
1	Extremely effective	20.00%	1
2	Very effective	40.00%	2
3	Moderately effective	40.00%	2
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	5

**Q12 - Comments about the "Use of Self Cycle for Reflection" exercise:**

Comments about the "Use of Self Cycle for Reflection" exercise:

---

It allowed me to walk through situations while analyzing each step. This is helpful to see where we step on a land mine.

---

Helpful to see common struggles and common flashpoints, and find solutions as a group.

**Q13 - What was the most valuable aspect of today's workshop?**

What was the most valuable aspect of today's workshop?

---

Being able to discuss some of situations and go through the cycle wheel

---

Learning how my actions impact others.

---

Triggers video

---

For me- the "What is your impact on others" and thinking about how I want each of the groups/people in my life to perceive me and then thinking about how my actions stack up.

---

Talking through personal experience with the group

**Q14 - What was the least valuable spect of today's workshop?**

What was the least valuable spect of today's workshop?

---

The picture a drawing of our emotions.

---

Nothing. It was a really good day!

---

I thought all was good Material

---

This sounds trite, but it's all been good. I wouldn't leave any of this out.

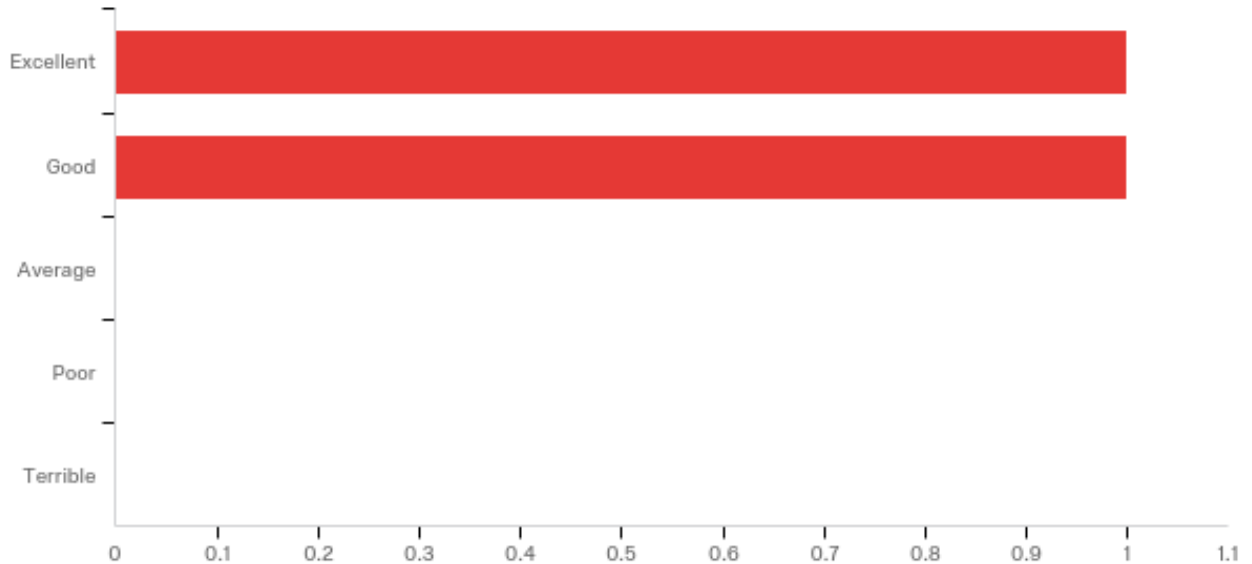
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Unsure



**Session #4 Evaluation – July 28, 2019****20190718**

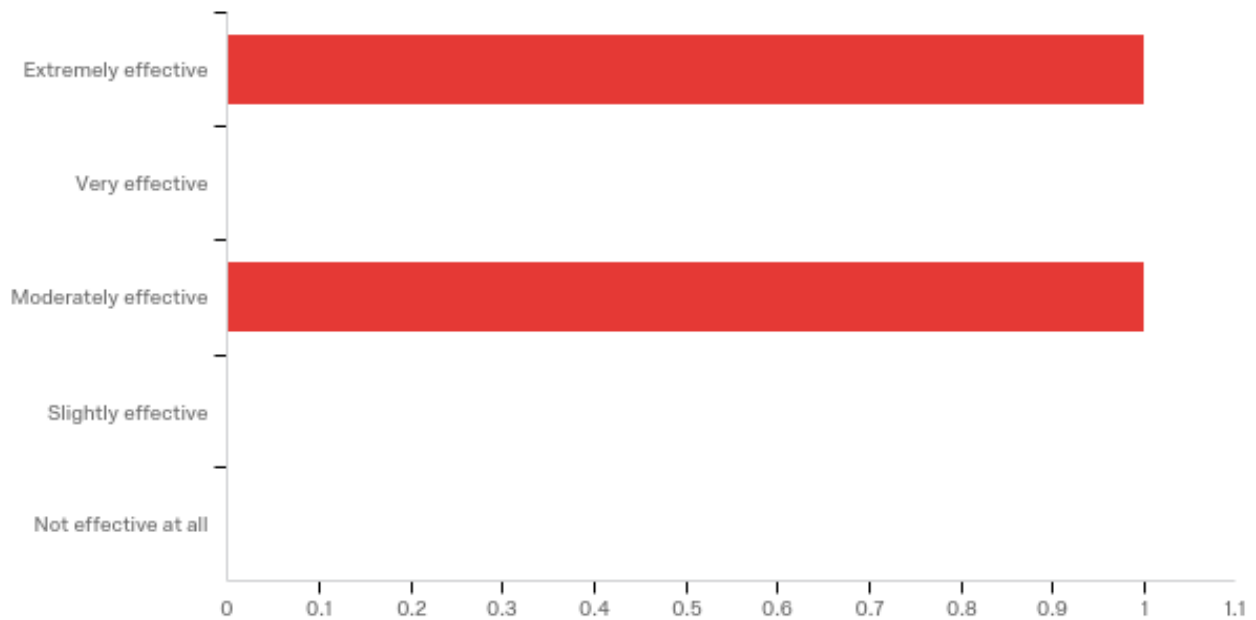
*Use of Self in Policing: Workshop Session Evaluation 4*  
 July 30th 2019, 6:15 am MDT

**Q2 - How would you rate today's workshop overall?**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate today's workshop overall?	1.00	2.00	1.50	0.50	0.25	2

#	Answer	%	Count
1	Excellent	50.00%	1
2	Good	50.00%	1
3	Average	0.00%	0
4	Poor	0.00%	0
5	Terrible	0.00%	0
	Total	100%	2

**Q3 - How effective was the "You are the Instrument" discussion for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "You are the Instrument" discussion for your understanding of the Use of Self in Policing?	1.00	3.00	2.00	1.00	1.00	2

#	Answer	%	Count
1	Extremely effective	50.00%	1
2	Very effective	0.00%	0
3	Moderately effective	50.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	2

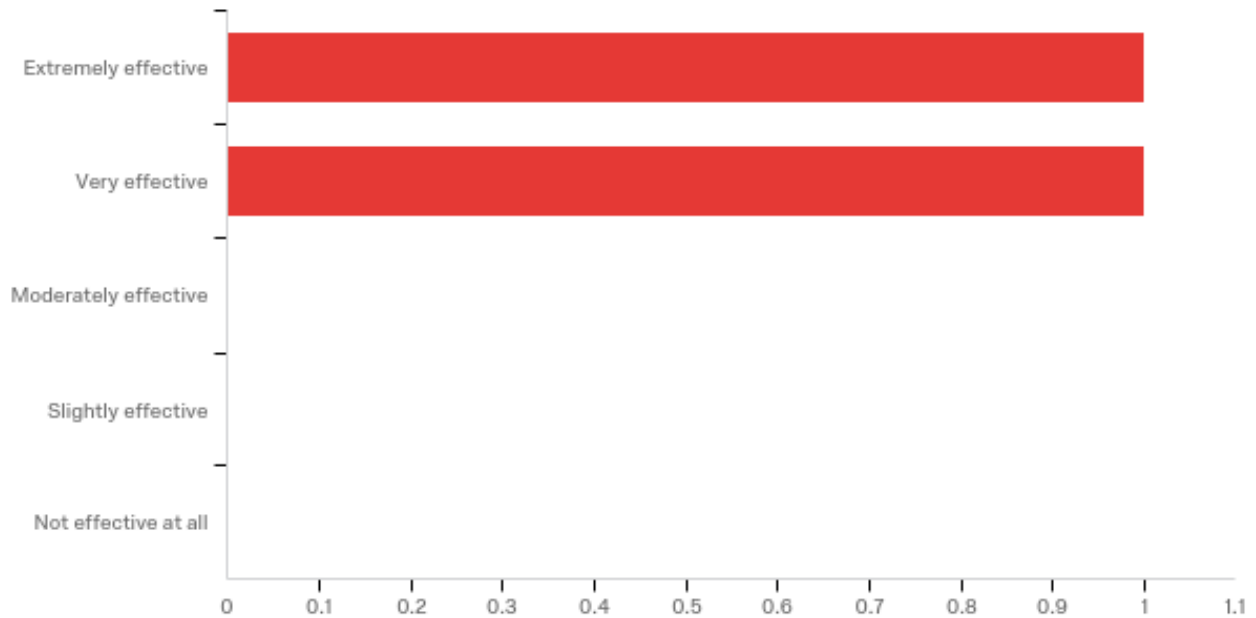
**Q4 - Comments about the "You are the Instrument" discussion:**

Comments about the "You are the Instrument" discussion:

---

It was astonishing for me that the essay was not written with Policing in mind. It seemed so on point for what we do. I reckon that was the intent behind this class, and it showed how perfectly the idea of Use of Self is an integral part (or SHOULD BE) an integral part of our mindset both on the job and outside of it.

**Q5 - How effective was the "Trusted Friend/Family" follow up exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Trusted Friend/Family" follow up exercise for your understanding of the Use of Self in Policing?	1.00	2.00	1.50	0.50	0.25	2

#	Answer	%	Count
1	Extremely effective	50.00%	1
2	Very effective	50.00%	1
3	Moderately effective	0.00%	0
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	2

**Q6 - Comments about the "Trusted Friend/Family" follow up exercise:**

Comments about the "Trusted Friend/Family" follow up exercise:

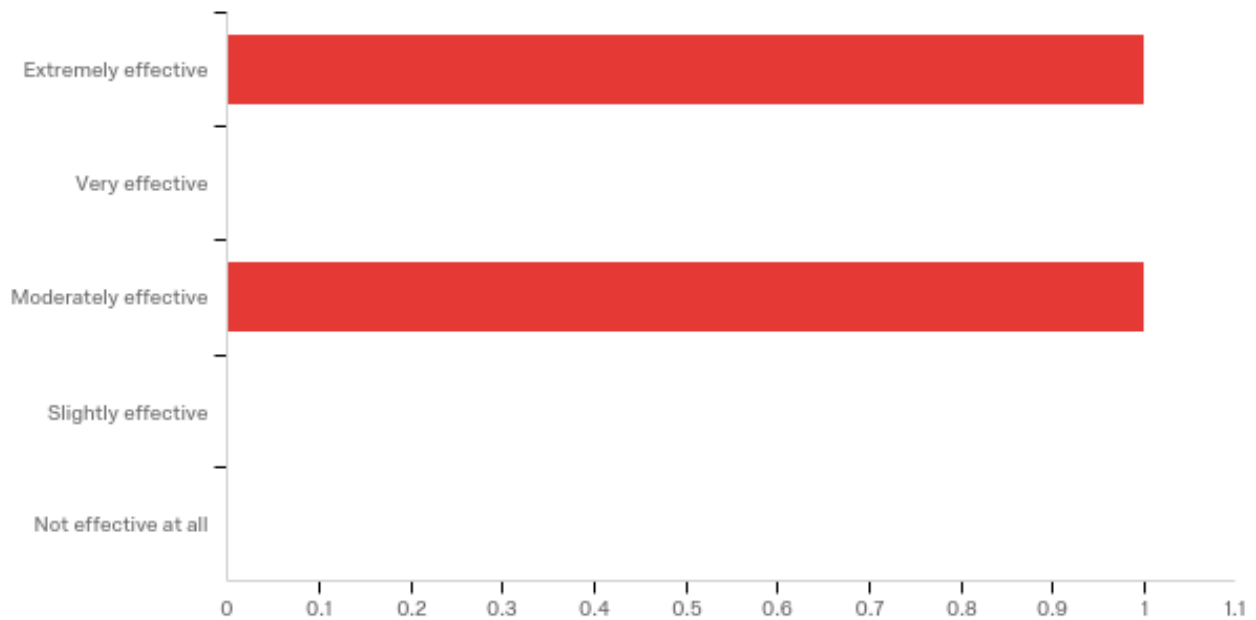
---

A way of measuring our progress and our understanding of the Use of Self.

---

This was so helpful. It was the breakthrough I've been searching for in the past months/years (?) to have some difficult conversations about some sticking points in some close relationships. It was helpful to have a way to approach that conversation. Instead of framing it as "here's what is irritating me and we need to fix it", be it at home or work, truly seeking constructive feedback to improve my interpersonal relationships was absolutely the most helpful method to both myself and the people I talked to that I think we could have utilized. THANK YOU.

**Q7 - How effective was the "Use of Self Cycle for Reflection" exercise for your understanding of the Use of Self in Policing?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How effective was the "Use of Self Cycle for Reflection" exercise for your understanding of the Use of Self in Policing?	1.00	3.00	2.00	1.00	1.00	2

#	Answer	%	Count
1	Extremely effective	50.00%	1
2	Very effective	0.00%	0
3	Moderately effective	50.00%	1
4	Slightly effective	0.00%	0
5	Not effective at all	0.00%	0
	Total	100%	2

**Q8 - Comments about the "Use of Self Cycle for Reflection" exercise:**

Comments about the "Use of Self Cycle for Reflection" exercise:

---

Having a graphic to refer to has been very helpful to solidify those important principles for me when it's needed.

**Q9 - What was the most valuable aspect of today's workshop?**

What was the most valuable aspect of today's workshop?

---

Sing how much alike we all are and how similar our everyday struggles are to one another.

---

Once again, it's hard to pick out one moment. I truly believe all of the segments today were valuable. I don't know that I can rate them. Sounds like a cop out answer! I hope that's not unhelpful to you for long term planning, but I felt all of the segments were like building blocks. I don't know that any of them were duds that you could ditch.



**Q10 - What was the least valuable aspect of today's workshop?**

What was the least valuable aspect of today's workshop?

---

-

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See above. I got a bit carried away with the previous answer and addressed this question in the previous one as well.